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ABSTRACT

This profile contains tables and charts which provide baseline information on the Pacific Region school systems. The Region comprises the State of Hawaii, the Territories of American Samoa and Guam, the Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of Belau, and the Republic of the Marshall Islands. Information on the following is included: (1) students; (2) teachers; (3) principals/vice principals; (4) Department of Education professionals; (5) public school support staff; (6) public school curriculum and instruction; (7) governance and finance; (8) services and activities; and (9) facilities. This information is given for all school systems except Hawaii's in the body of the report; the data for Hawaii is provided separately in an appendix. (PS)

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PROFILE OF PACIFIC SCHOOLS

DEVELOPED BY

R&D CADRE
PACIFIC REGION EDUCATIONAL PROGRAM

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INTRODUCTION

The Profile of Pacific Schools is an outcome of the first year's work of the Research and Development Cadre (R&D Cadre) of the Pacific Region Educational Program (PREP), a U.S. Department of Education-funded affiliate of the Northwest Regional Educational Laboratory. Its authors, a group of education professionals from Pacific Island departments of education and institutions of higher education, here provide an introduction to the schools in those Pacific jurisdictions within the PREP service region.

This document represents diligent work by dedicated educators from all jurisdictions in the PREP region. For the first time, we have worked cooperatively and collectively to compile and present a report on Pacific schools that should be of wide interest, in- and outside of the region. Our process, as well as the document itself should offer a model for regional educational collaboration. We regard this activity, not as an end, but as the beginning of a long-term collaboration by these authors and other colleagues throughout the Pacific. Readers are urged to view the Profile as a flexible, developing document; a first, not a last, word on Pacific education.

This introduction describes the region encompassed by the Profile, chronicles the process for development of the Profile, and provides information about the R&D Cadre and the program in which it functions. Further, it suggests how readers may wish to make use of the Profile and outlines plans for expanding and updating the current work.

Representatives of the State of Hawaii have only recently joined the R&D Cadre, therefore the information on the schools in that jurisdiction were not available for full integration into the regional tables that make up the body of the Profile. Comparable Hawaii data are listed in the Appendix.

The Pacific Region Encompassed in the Profile

The Pacific Region Educational Program is authorized to serve American-affiliated jurisdictions in the Pacific, specifically the State of Hawaii, the Territories of American Samoa and Guam, the Commonwealth of the Northern Marianas, and the compact nations, the Federated States of Micronesia, the Republic of Belau and the Republic of the Marshall Islands. Since direct responsiblity for schools lies at the state level in the Federated States of Micronesia (FSM), Kosrae, Pohnpei, Truk and Yap States are represented, as well as the FSM national government.

The region as a whole has a population of approximately 266,000. It encompasses both Micronesian and Polynesian peoples, as well as a variety of non-indigenous populations. For

purposes of orientation, each of the jurisdictions is briefly characterized here.

American Samoa is located in the mid-South Pacific and totals 76 square miles. The seven volcanic islands are home to a population of 31,000 people. American Samoa is an unchartered territory of the United States, whereby its citizens are U.S. nationals and are able to freely enter the United States.

Belau is the westernmost jurisdiction in Micronesia. It consists of several hundred volcanic islands and a few coral atolls, across a territory of 12,000 square miles and with a population of 15,000 people. Although Belau is still legally a part of the Trust Territory of the Pacfic Islands (TTPI), it is in the process of negotiating its compact of free association with the United States. Under the proposed compact, Belau will be a semi-independent nation, controlling its own affairs, but provided with monetary aid and military protection by the U.S.

The Commonwealth of the Northern Mariana Islands (CNMI) is located north of Guam, about 1,000 miles south of Japan. The islands form a chain of 14 volcanic islands, stretching over 375 miles from north to south. The total population is approximately 15,000. The CNMI was formerly also a part of the Trust Territory, however, its people opted in the 1970s to form a closer tie with the United States and became a commonwealth, permanently a part of the United States and U.S. citizens.

The Federated States of Micronesia lies just east of Belau in the Caroline Islands. The FSM consists of four states, Kosrae, Pohnpei, Truk and Yap. Its total land mass is 280 square miles and its population numbers 75,000. The FSM jurisdictions were formerly part of the Trust Territory, but it is now a semi-independent nation under a compact of free association with the United States, and, like Belau, it receives financial and military benefits in return for exclusive free passage of U.S. military vessels. The FSM compact will be due for renewal in the year 2001.

Kosrae State, consisting of the island of Kosrae, and lying at the eastern end of the FSM, was formerly part of the Ponape District of the TTPI and is the smallest FSM state in population.

Pohnpei State, made up of the central islands of Pohnpei plus outer islands including Pingelap, Nukuoro, and Kapingamarangi, is the national capital of the FSM and site of the Community College of Micronesia.

Truk State, the islands in the Truk Lagoon and outer islands including the Mortlocks, is the most populous of the FSM states.

Yap State lies at the western extreme of the FSM and encompasses a number of outer islands, as well as Yap Island. It is the only entity with secondary education provided in the outer islands.

Guam is the southernmost and largest of the Mariana Islands, the largest Micronesian island, with a land mass of 209 square miles. It has a population of over 10,000 people. In addition, Guam is a leading U.S. military outpost in the western Pacific, adding 20,000 to its residents. It is an unincorporated territory of the United States. Its people hold U.S. citizenship and, as

such, are free to immigrate to the U.S. They cannot, however, vote in U.S. elections unless they are resident in one of the states.

Hawaii, the Pacific Island U.S. state, is both the largest and most populous jurisdiction in the PREP region. The volcanic Hawaiian Islands lie in the northeast of the Pacific and are the center of much trade, commerce and industry for the Pacific as a whole. Hawaii's population is highly diverse and indigenous Pacific Islanders constitute only a minority of its residents. Hawaii's capital city, Honolulu, is the only major urban center in the region, but many Hawaiians also reside in rural and remote areas.

The Marshall Islands consists of two chains of coral atolls stretching several hundred miles from north to south. It is located in the northwest section of Micronesia, east of the FSM. Total land mass in the Marshalls is just 66 square miles and its population numbers 30,000. The Marshalls were also a part of the TTPI, but have now negotiated a compact of free association with the United States, under which the citizens direct their own affairs, while the U.S. provides financial and military assistance, in exchange for a lease on some Marshallese land for military purposes.

The Pacific Region Educational Program

The Pacific Region Educational Program is a service agency for schools in the region described above. PREP provides training, technical assistance, and research and development services, and is dedicated to building capability in local educational professionals while providing resources for school improvement.

In addition to direct service activities, PREP is charged with laying the groundwork for the establishment of an indpendent regional educational laboratory in the Pacific in the 1990s. Affiliated with the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon, PREP operates out of NWREL's Pacific Region Educational Center in Honolulu, Hawaii.

PREP's activities are directed by a Program Policy Board made up of the directors of education of the jurisdictions in the region, representatives of Pacific higher education, and a representative of the Kamehameha Schools/Bishop Estate, which serves ethnic Hawaiian children. Funding for PREP is provided through contract with the U.S. Department of Education's Office of Educational Research and Improvement.

The PREP Research and Development Cadre

The PREP Program Policy Board recognizes that there is a critical need for basic research and development for and in Pacific schools. The establishment of a regional educational laboratory requires that an agenda for regional R&D be identified and R&D activities be proposed for the laboratory. In order to assure local capacity in the Pacific to carry out the school-based, applied R&D for school improvement, a cadre of professionals from the region's schools and colleges was assembled to

- Identify R&D needs for Pacific schools
- Conduct applied R&D in Pacific schools

- Recommend to the PREP Policy Board an R&D agenda for the emerging Pacific regional educational laboratory

The R&D Cadre is open to membership by two professionals from each department of education in the region and one member of each institution of higher education. Nominated by respective directors and presidents, Cadre members have already undertaken major R&D efforts. This Profile is the first major published product of our work.

Purposes of the Profile

A major purpose of the Profile is to establish baseline information about Pacific schools, from which most important needs can be identified and against which school improvement efforts can be measured. The document is part of a multi-strategy approach to creating a general database on Pacific education. It complements Cadre efforts to develop, for example, a computer-based, electronic bibliographic database, as well as PREP's growing document and video library and compilations of information about aspects of Pacific schools, such as its compendium of effective classroom practices.

The Profile will also serve, we hope, to continue the promotion of region-wide involvement of educators in the tasks of planning, school programming, and general educational improvement programs, as well as R&D. These efforts may spur others to work regionally to synthesize, analyze, and disseminate information on schools and schooling practices to the benefit of all Pacific jurisdictions.

Further, the Profile may address specific information needs already expressed by the region's educational decisionmakers. For example, recent efforts to develop teacher training centers may be aided by the Profile's composite picture of teacher educational background and existing professional development programs.

And, with the goal of a Pacific regional educational laboratory in sight, this document will serve the PREP Policy Board as it moves forward in institutional planning.

Audiences for this profile should include Pacific region board members, lawmakers, directors of education, and others who may influence decisions about schooling. Teachers, specialists, and other education professionals may find a wealth of facts suited to informing the directions of their work in improving current school programs. Service providers to the region should also benefit from information here. When it finds its way into libraries and professional reference collections, it should be of value to planners, proposal writers, students and scholars, and governmental agencies. We hope that it will find use among professionals interested in Pacific education who are outside, as well as inside, the region.

The Data Collection Process

The R&D Cadre convened in Seminar in October 1986 at the Kamehameha Schools in Honolulu to address strategies for developing school profiles for the region. In this meeting, Cadre members drafted the ideas, issues and topics that were to be addressed. In November and December on-site visits were conducted by the PREP staff's Cadre

Coordinator to review the questions for the profile and to assure completeness, congruence with members' ideas, and the survey process. Questions were stated to take into account members' concerns with clarity, accuracy and region-wide comparability. The final version of the questionnaire was distributed to members in December.

Data gathering used some or all of the following procedures:

- surveys and questionnaires conducted with DOE and school staff
- interviews with DOE staff, teachers, school-level administrators, public officials
- DOE records and files
- letters of inquiry to key individuals.

Throughout, data were solicited for the school year 1986-1986. Where 1985-1986 data were used, this is noted in the tables.

Cadre members devoted a month to data gathering, then submitted the information to PREP for the Cadre Coordinator to pull together into a synthesis. The efficiency, effectiveness, and professionalism of the PREP staff enabled Cadre members to review the full, comparative data at our next Seminar.

Convening once again at the Kamehameha Schools in April 1987, Cadre analyzed the regional and jurisdictional data, made additions and corrections, revised question statements, and constructed narratives describing key points in the data. In addition, the R&D Cadre presented the model for regional R&D to the National Association for Asian and Pacific American Education, held in Honolulu, alerting professional colleagues to the upcoming publication on Pacific schools. The Cadre decided to offer their findings as a publication entitled Profile of Pacific Schools.

At the April Seminar, Cadre members from departments of education were joined by representatives of higher education. These new members set about to plan a profile of higher education, analogous to the schools profile under preparation.

Members drafted this Introduction in May, after we assigned ourselves different sections as developed by the April Seminar. Staff, in the interim, revised the Profile as directed by the Cadre and its final review was conducted by a group of Cadre members in June 1987.

The representative from the State of Hawaii prepared the Appendix on the schools of that jurisdiction in June 1987. While too soon before going to press to be integrated into the body of the Profile, these additions add greatly to the value of the document, completing the picture of schooling in the region.

This document is to be formally and officially presented to the PREP Program Policy Board at its meeting during the Pacific Region Educational Conference in August 1987. While meeting in Pohnpei as a Seminar, Cadre members will also make a presentation on the information in the document and the process of its development at the Conference.

The history of this document is only a part of the living history of the PREP R&D Cadre members' goals to identify and implement culturally compatible strategies for school improvement in the Pacific.

Future Plans for the Profile

This first edition of the Pacific Schools Profile should be distributed throughout the region, to departments of education, institutions of higher education, and private and public institutions and agencies, as well as individuals concerned with schools in the Pacific region. The R&D Cadre hopes to issue further editions as information becomes available and the need arises. Updates of key information will be taken on as a responsibility by the Cadre.

Specifically planned are

- Integration of Hawaii data into the regional composite tables and into data overviews
- A Profile of Pacific Higher Education, for which some of the Cadre's higher education members have already completed data gathering.

THe Northwest Regional Educational Laboratory will be responsible for printing and distributing the Profile. Copies are available at the cost of printing from NWREL's Document Reproduction Services (101 S.W. Main St., Suite 500, Portland, OR 97204, USA; Tel. 503-275-9500).

Questions about the Profile or the R&D Cadre can be directed to the members through the Cadre Coordinator, Nancy Conklin (Pacific Region Educational Program, 1164 Bishop St., Suite 1409, Honolulu, HI 96813, USA; Tel. 808-533-2941), or to the members individually, at the addresses given in the member listing, below.

Between now and 1990, the Cadre has a full work schedule. A series of Cadre Seminars will take place at which we will address issues and needs in R&D for improvement of Pacific schools and, with reference to this and subsequent profiles, the importance of a reliable, locally-developed, up-to-date base of information on schooling in the region.

Acknowledgements

The Profile of Pacific Schools is the first of its kind developed for educational systems in the Pacific. As such, it has required the assistance and contributions of many educators and administrators, only a few of whom can be acknowledged here.

Our first acknowledgement must be given to the PREP Program Policy Board, whose direction has made this work, and the Cadre itself, possible. We are deeply grateful to the Board for its role in providing support, setting policies, and establishing guidelines for R&D Project activities.

We wish to commend the PREP staff under the direction of Dr. John W. Kofel, who has provided direction, encouragement, and technical assistance for this research endeavor.

Special recognition is given to Dr. Nancy Faires Conklin, PREP Senior Research Associate and R&D Cadre Coordinator, who toiled patiently and diligently with the Cadre members, formulating questionnaires, familiarising the group with data-gathering procedures, collating raw data, and providing leadership, as well as assistance, in all tasks.

We extend our appreciation to Ms. Kathleen Busick, PREP Program Development Specialist, for the enlightening advice she provided during our Seminar sessions and Mr. Aliksa Andrike, PREP Program Development Specialist, for his insights and assistance. Ms. Carleen Kawamoto, PREP Administrator, deserves special thanks for the professional appearance of the Profile document.

Members of the R&D Cadre deserve very special recognition for the work of selecting, collecting, verifying, revising, and refining the data which make up this Profile. In addition, Cadre members prepared this introduction and all other text in the document.

We also wish to thank the directors, ministers, and superintendents of education and presidents of higher education institutions involved in this research project. They selected the members for the R&D Cadre and furnish members with the logistical assistance and release time that enabled us to carry out the data collection, as well as participate in the Cadre Seminars.

We also acknowledge the contributions of principals, teachers, and colleagues in our departments for participating in this effort. We owe them great gratitude.

We are also indebted to the chief executives of our governments for their commitment to the development of their jurisdictions' human resources and, in particular, for their interest in the improvement of educational quality in the Pacific region. To lawmakers we extend our appreciation for assistance rendered for educational advancement in the region and, to those who assisted with collection of the data, a special thanks.

We would like to express our sincere appreciation to the Kamehameha Schools/Bishop Estate for being extremely hospitable and generous in offering their facilities to accomodate R&D Cadre Seminars. The atmosphere has been conducive to good research work.

The Northwest Regional Educational Laboratory merits recognition for disseminating the Profile, keeping it available to educators, scholars, and public and private officials and individuals.

We wish to acknowledge that this project would have been impossible without a research and development contract granted by the Office of Educational Research and Improvement of the U.S. Department of Education.

Finally, our thanks go to all other individuals who have contributed directly or indirectly to the success of this research project.

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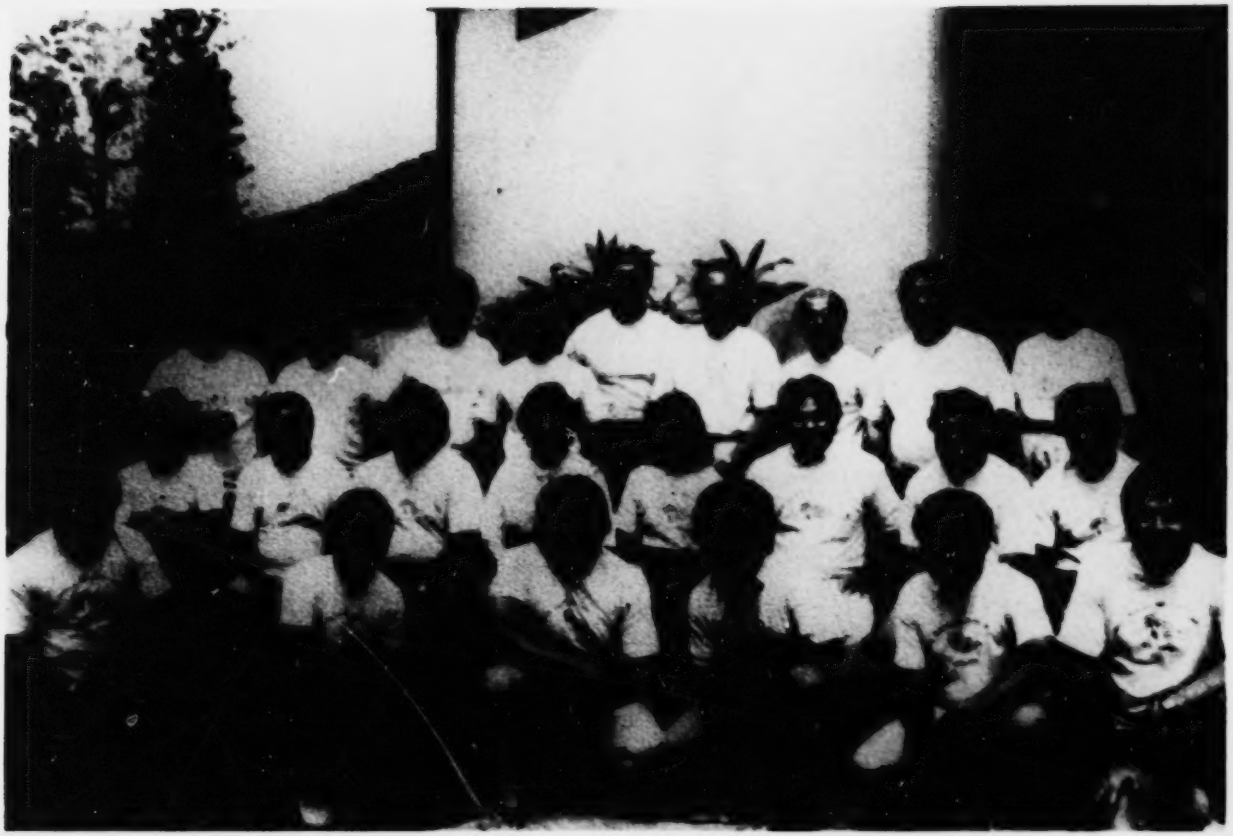

STUDENTS

TABLE 1. STUDENT ENROLLMENT, BY SEX AND CLUSTERED GRADES

		PUBLIC SCHOOLS						PRIVATE SCHOOLS						TOTAL
		PreK/Kind.	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	Total Public	PreK/Kind.	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	Total Private	
AMERICAN SAMOA'	Male	956	1,319	1,343	746	1,548	5,912	None	218	218	140	232	808	6,720
	Female	841	1,127	1,155	659	1,297	5,079	None	220	202	134	270	826	5,905
	Total	1,797	2,446	2,498	1,405	2,845	10,991	None	438	420	274	502	1,634	12,625
BELAU	Male	No data	455	509	352	321	1,637	163	80	58	43	165	509	2,146
	Female	No data	374	458	297	310	1,439	156	62	62	39	225	544	1,983
	Total	No data	829	967	649	631	3,076	319	142	120	82	390	1,053	4,129
CNMI	Male	191	750	677	405	673	2,696	112	162	121	70	82	547	3,243
	Female	173	645	621	423	629	2,491	138	140	151	79	87	595	3,086
	Total	364	1,395	1,298	828	1,302	5,187	250	302	272	149	169	1,142	6,329
GUAM'	Male	1,093	3,295	3,011	1,969	3,615	12,983	338	446	546	415	495	2,240	15,223
	Female	1,064	3,083	2,874	1,766	3,189	11,976	330	468	573	482	843	2,696	14,672
	Total	2,157	6,378	5,885	3,735	6,804	24,959	668	914	1,119	897	1,338	4,936	29,895
KOSRAE	Male	107	284	234	169	310	1,104	[Not applicable; no private schools]						1,104
	Female	93	226	252	138	188	897							897
	Total	200	510	486	307	498	2,001							2,001
MARSHALL	Male	No data	1,718	1,480	799	469	4,466	33	490	367	208	458	1,556	6,022
	Female	No data	1,603	1,367	741	356	4,067	30	523	431	235	460	1,679	5,746
	Total	No data	3,321	2,847	1,540	825	8,532	63	1,013	798	443	918	3,235	11,768
POHNPEI	Male	270	1,520	1,262	793	548	4,393	50	119	82	52	244	547	4,940
	Female	286	1,346	1,210	722	542	4,106	50	112	72	41	185	460	4,566
	Total	556	2,866	2,472	1,515	1,090	8,499	100	231	154	93	429	1,007	9,506
TRUK	Male	249	2,934	2,537	1,207	1,301	8,228	59	275	233	109	234	910	9,138
	Female	291	2,595	2,165	969	973	6,993	64	293	295	199	149	1,000	7,993
	Total	540	5,529	4,702	2,176	2,274	15,221	123	568	528	308	383	1,910	17,131
YAP	Male	136	456	378	223	298	1,491	None	66	64	27	None	157	1,648
	Female	135	395	274	167	181	1,152	None	55	55	37	None	147	1,299
	Total	271	851	652	390	479	2,643	None	121	119	64	None	304	2,947
REGION	Male	3,002	12,731	11,431	6,663	9,083	42,910	755	1,856	1,689	1,064	1,910	7,274	50,184
	Female	2,883	11,394	10,376	5,882	7,665	38,200	768	1,873	1,841	1,246	2,219	7,947	46,147
	Total	5,885	24,125	21,807	12,545	16,748	81,110	1,523	3,729	3,530	2,310	4,129	15,221	96,331

Note

'Only American Samoa and Guam have prekindergarten. Guam's student enrollment figures do not include prekindergarten.

- There are more boys than girls throughout the grades in the public schools.
- Girls and boys are fairly balanced in numbers in the lower grades of the private schools, however, girls increasingly outnumber boys in the private schools in the middle and upper grades.

- Total student enrollments for individual jurisdictions range from 2,001 to 29,895.
- 34% of the region's students are in the public schools.
- 85% of the region's elementary students are in the public schools.
- 80% of the region's high school (grades 9-12) students are in the public schools.

TABLE 2. GRADE-BY-GRADE PUBLIC SCHOOL ENROLLMENT

	PreK.	Kinder.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
ASAMOA	1,171	626	853	792	801	838	863	797	724	681	792	755	708	600	11,001
BELAU	No data	No data	301	244	284	303	322	342	323	326	183	163	157	128	3,076+
CNMI	0	364	510	476	409	440	465	393	420	408	361	339	360	242	5,187
GUAM	No data	2,157	2,225	2,114	2,039	2,083	1,988	1,814	1,888	1,847	2,693	1,754	1,253	1,104	24,959+
KOSRAE	0	200	186	162	162	180	157	149	166	141	184	115	117	82	2,001
MARSHL	0	No data	1,222	1,089	1,010	1,026	928	893	769	771	290	238	171	126	8,533+
PONAPE	0	556	1,013	904	949	887	811	774	690	825	284	273	292	241	8,499
TRUK	0	540	1,858	1,864	1,807	1,910	1,532	1,260	1,207	969	962	550	443	319	15,221
YAP	0	271	144	261	246	261	233	208	181	209	52	178	131	118	2,643
REGION	1,171+	4,714+	8,512	7,906	7,707	7,928	7,299	6,630	6,368	6,177	5,801	4,365	3,632	2,960	81,120+

- In the survey year, 1986-87, there was a decreasing public school enrollment across the grades: over 8,000 children entered grade 1, while just 5,000 entered grade 8 and 3,000 entered as high school seniors.

- The number of enrolled students represents approximately 27% of the region's population.

TABLE 3. ETHNICITY OF STUDENTS

ASAMOA	Samoan (American and Western), American, New Zealander, Tongan, Filipino, Korean, Chinese, Japanese
BELAU	Belauan, Filipino, Japanese, Korean, Taiwanese, Outer Islanders, other Micronesian, Caucasian
CNMI	Chamorro, Carolinian, Caucasian, Japanese, Korean, Filipino, Chinese, Micronesian (Belauan, Marshallese, Trukese, Yapese, Pohnpeian)
GUAM	Chamorro, Filipino, Chinese, Japanese, Korean, Vietnamese, Black, other Pacific Islanders, Caucasian, Hispanic, American Indian
KOSRAE	Kosraean, Pohnpeian, Marshallese, Trukese, Filipino, Pinglapese, Palauan, Mokilese, Caucasian
MARSHL	Marshallese, other Micronesian, other foreign
POHNPE	Pohnpeian, Kapingese, Nukuoroan, Mortlockese, Ngatikese, Pingelapese, Mokilese
TRUK	Trukese (Mortlockese, Western Islanders, Lagoonese)
YAP	Yapese, Belauan, Pohnpeian, Trukese, Caucasian, Filipino

- There are over 16 ethnic groups in the region's student population.
- The number of ethnic groups in any one jurisdiction, that is in any one school district, ranges from 7 to 11.
- Americans and Filipinos are included in the student body in all the region's jurisdictions.

TABLE 4. PROPORTION OF ETHNIC NATIVES IN THE PUBLIC SCHOOL STUDENT BODY

	Grade One	Grade Four	Grade Eight	Grade Twelve
ASAMOA	98%	93%	88%	97%
BELAU	No data	No data	No data	No data
CNMI	No data	No data	No data	No data
GUAM	48%[1]	52%[1]	52%[1]	53%[1]
KOSRAE	97%	96%	96%	97%
MARSHL	No data	No data	97%[2]	93%[3]
POHNPE	100%[4]	100%[4]	100%[4]	99%[4]
TRUK	No data	No data	No data	No data
YAP	96%[5]	98%[5]	88%[5]	89%[5]
REGION	88%	88%	87%	88%

Notes

[1]Only Chamorros are counted as natives.
[2]Figures represent the combined grades 1-8 student population.
[3]Figures represent the combined grades 9-12 student population.
[4]Pohnpeian, Kapingese, Nukuoran, Mortlockese, Ngatikese, Pingelapese, Mokilese counted as native.
[5]Yapese, Ulithians, Woleaians, and Satawalese are counted as natives. Outer islanders make up 46%, 42%, 41%, and 34% of the four succeeding grades.

- Ethnic natives make up the vast majority in all reporting jurisdictions except Guam, where nearly half the students are ethnically non-native.
- The proportion of students who are ethnic natives appears to remain stable across the grades.

TABLE 5. LANGUAGES IN THE REGION[1]

	Languages Spoken by Native Families	Other Languages Spoken
ASAMOA	Samoan, English	Filipino, Chinese, Korean
BELAU	Belauan, English, Japanese	Filipino, Trukese
CNMI	Chamorro, Carolinian, English	Filipino, Korean, Chinese, other Micronesian
GUAM	Chamorro, English	Filipino, Chinese, Korean, Japanese, Belauan, other Micronesian
KOSRAE	Kosraean, Pohnpeian, Marshallese, Trukese, Belauan, English	Other Micronesian
MARSHL	Marshallese, English, Gilbertese, Kosraean	Other Micronesian
POHNPE	Pohnpeian, Kapingese, Nukuoroan, Mortlockese (Ngatikese, Pingelapese, Mokilese)	English, other Micronesian, Filipino
TRUK	Trukese (Mortlockese, Puluwatese, Lagoonese)	English, other Micronesian
YAP	Yapese, Ulithian, Woleaian, Satawalese, English	Belauan, Filipino

Note

[1]Parentheses indicate dialects.

- The number of indigenous languages spoken in a single jurisdiction ranges from 1 to 4.
- Most jurisdictions have more than one indigenous language represented.
- English is spoken in all jurisdictions.
- Some indigenous families use English as the language of the home.
- There are a total of approximately 31 languages and dialects spoken in the region.

TABLE 6. PUBLIC SCHOOL ATTRITION

	ATTRITION BY GRADE 4 (1982-83 to 1985-86)			ATTRITION BY GRADE 8 (1978-79 to 1985-86)			ATTRITION BY GRADE 12 (1974-75 to 1985-86)		
	Grade 1	Grade 4	Attrition	Grade 1	Grade 8*	Attrition	Grade 1	Grade 12	Attrition
ASAMOA	835	849	--	660	680	--	840	610	27%
BELAU	413	322	22%	362	311	14%	382	102	73%
CNMI	424	436	--	399 est.	389	2% est.	431 est.	239	45% est.
GUAM	2,281	2,051	10%	2,653	2,075	22%	2,520	1,043	59%
KOSRAE	215	201	7%	177 est.	150	15% est.	166 est.	117	30% est.
MARSHL	1,112	1,290	--	994	744	25%	No data		
PONAPE	896	811	9%	647	768	--	505	216	57%
TRUK	1,785	1,597	11%	1,397	962	31%	1,212	228	81%
YAP	No data								
REGION	7,961+	7,557+	5% est.	7,289+ est.	6,079+	16% est.	6,056+	2,555+	42% est.

Note:
*Grade 8 represents required school completion in some jurisdictions.

- There is a range of attrition from a low of 27% to a high of 81% between grades 1 and 12.
- Regionally, attrition between grades 1 and 12 averages 58%.

- There is a range of attrition from a low of none to a high of 31% between grades 1 and 8, the minimum period of required schooling in most jurisdictions.
- Regionally, attrition between grades 1 and 4 averages 5%.

TABLE 7. POSTSECONDARY ENROLLMENT OF PUBLIC SCHOOL GRADUATES

	1986 GRADUATES' RATE OF CONTINUATION TO POSTSECONDARY				WHERE SOUGHT, 1986			OUTCOMES, 1980-86	
	Academic	Vocational	Other	TOTAL	Region	Other Pacific	Non-Pacific	Completion	Returning Home
ASAMOA[1]	325 (55%)	14 (2%)	Milit. 80 (14%) Busin. 7 (1%)	426/590 (72%)	300	2	14	13/175 (7%)	9/175 (5%)
BELAU	No data				No data			No data	
CNMI	No data				No data			No data	
GUAM	No data				No data			No data	
KOSRAE	30 (32%)	4 (4%)	OICA[2] 4 (4%) JTPA[3] 29 (31%)	67/93 (72%)	No data	155	130	75/320 (23%)	160/320 (50%)
MARSHL	No data				No data			No data	
PONAPE	182	No data			No data			No data	
TRUK	No data				No data			No data	
YAP	No data				No data			No data	

Notes:

[1]American Samoa private school graduates enrolled in postsecondary education at a rate of 33% (75/325), including 23% (75) to academic study, 1% (2) to vocational education, 7% (24) to the military, and 2% (5) to business schools. Two-thirds attended local institutions, while the remaining third went to the United States. Seven percent (13/175) completed degrees, and 5% (9) returned home.
[2]Organization for Industrial and Cultural Advancement.
[3]Job Training Partnership Act.

- While the data are too limited to draw any regional conclusions, it appears that there may be grounds for concern about college graduation rates and rates of return to home islands.

- This topic merits further study; non-reporting jurisdictions should consider keeping appropriate records of their graduates.

TEACHERS

TABLE 8. PUBLIC SCHOOL TEACHING STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY AND CERTIFICATION STATUS

	SEX		AGE			JOB EXPER. IN YEARS				ETHNICITY		CERTIFICATION STATUS		TOTAL
	Male	Female	-25	26-55	56+	0-4	5-9	10-14	15+	Native	Other	Required	Certified	
ASAMOA	337 59%	226 41%	47 8%	469 78%	87 14%	No data				492 81%	111 19%	AA, BA	603 100%	563
BELAU	109 41%	156 59%	No data			51 19%	28 11%	38 14%	148 58%	256 97%	9 3%	AA,AS	265 100%	265
CNMI[1]	136 48%	149 52%	14 5%	271 95%	0	57 20%	43 15%	85 30%	100 35%	217[2] 76%	68 24%	BA+[3]	285 100%	285
GUAM	155 22%	1,240 88%	66 4%	1,347 84%	19 12%	No data				681[4] 43%	904[4] 57%	Varies	1,585 100%	1,585
KOSRAE	127 82%	28 18%	16 10%	146 89%	1 1%	48 31%	59 38%	13 8%	26 18%	147[5] 95%	4[5] 4%	AA	155[6]	155
MARSHL	231 68%	107 32%	10 3%	300 89%	28 8%	95 28%	55 16%	51 5%	137 41%	320 95%	38 5%	AA,AS	208 62%	338
PONAPE	No data		22 9%	209 87%	9 4%	39 16%	57 24%	45 9%	99 41%	No data		No data		240
TRUK	583 69%	256 31%	36 4%	709 84%	14 2%	197 23%	270 32%	83 10%	262 31%	820 98%	19 2%	AS, and exper	788 94%	839
YAP	153 77%	45 23%	17 9%	175 88%	6 3%	53 27%	65 33%	40 20%	40 20%	No data		AS+[7]	180 91%	198
REGION	2,031+	2,197+	228+	3,626+	164+	540+	577+	355+	812+	2,933+	1,153+		4,069+	4,468+

Notes:

[1] CNMI data are for 1985-86.
[2] Native teachers in CNMI include Chamorros (n=166; 58% of all teachers and 76% of native teachers) and Carolinians (n=51; 18% of all teachers and 24% of native teachers).
[3] Bachelor plus 15 credits of education is required.
[4] Only Chamorros counted as native.
[5] Ethnicity of 4 teachers in Kosrae is unknown.
[6] Of these, 122 are continuing certificates, 32 are temporary certificates, and 1 is a special certificate.
[7] Continuation toward bachelor degree is required.

- Data on the teaching staff characteristics are somewhat incomplete and conclusions here can be only tentatively drawn.
- Men predominate in the teaching staff in the public schools in 5 of the 7 reporting jurisdictions.
- Most teachers are in the 26-55 age group; 4% can be expected to reach retirement age in the next 10 years.
- Regionally 72% of teachers are ethnic natives.
- Most jurisdictions have ethnic natives predominating, however, in Guam non-natives make up 57% of the teaching staff.
- The minimum certification requirement is an associate degree, however some jurisdictions require higher levels of training for certification.
- Most of the region's teachers are certified.

TABLE 9. PRIVATE SCHOOL TEACHING STAFF, BY SEX

	SEX		TOTAL
	Male	Female	
ASAMOA	32 32%	67 68%	99
BELAU	37 50%	37 50%	74
CNMI	25 29%	63 71%	88
GUAM	87 32%	188 68%	275
KOSRAE	[Not applicable; no private schools]		
MARSHL	103 54%	86 46%	189
POHNPE	No data		
TRUK	31 47%	35 53%	66
YAP	5 33%	10 67%	15
REGION	320+	486+	806+

- Women predominate in the teaching staff of the private schools.
- Generally, public schools have little data on the teaching staff of the private schools.

TABLE 10. PUBLIC SCHOOL STUDENT:TEACHER RATIO

	Official	Actual
ASAMOA	1:22	1:25
BELAU	1:25	1:12
CNMI	1:30	1:20
GUAM	1:25	1:17
KOSRAE	1:25	1:14
MARSHL	No policy	1:25
POHNPE	1:30	1:25
TRUK	1:30	1:21
YAP	1:25	1:10

- Most of the region's districts have a policy on student:teacher ratio.
- Student:teacher ratio policies range from 1:22 to 1:30.
- Although some of the region's classrooms exceed the policy ratio, many are below.
- Schools with low student:teacher ratio are often in outer islands or remote locations.

TABLE 11. DISTRIBUTION OF TEACHING STAFF ACROSS THE GRADES

	PUBLIC SCHOOLS						PRIVATE SCHOOLS						TOTAL
	PreK/Kind.	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	Total Public	PreK/Kind.	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	Total Private	
ASAMOA'	119	116	126	73	141	575	None	22	27	15	32	96	671
BELAU	No data						No data						
CNMI	16	/----------Gr.1-12 = 239----------/				255	7	/----------Gr.1-12 = 43----------/				50	305
GUAM'	92	292	/---Gr.4-8 = 522---/		351	1,257	25	39	39	30	43	176	1,433
KOSRAE	4	35	37	34	33	143	[Not applicable; no private schools]						143
MARSHI	/----------Kind.-Gr.12 = 338----------/					338	/----------Kind.-Gr.12 = 189----------/					189	527
POHNPI	32	90	98'	71'	No data	298+	4	16	9	6	No data	35+	333+
		/--------Gr.2-7 = 7-----/											
TRUK	54	373	357	235	153	1,470	4	28	34	31	55	152	1,324
YAP	No data						None	6	6	3	None	15	15+

Notes:
'Only American Samoa and Guam have prekindergarten.
'Includes 7 teachers of grades 3-4 and 7 teachers of grades 3-6.
'Includes 9 teachers of grades 6-7.

- Data on grade assignments of teachers are somewhat incomplete and the conclusions here can be only tentatively drawn.
- Many of the region's teachers are responsible for multi-grade classrooms.

- Data on teacher educational backgrounds are somewhat incomplete and conclusions here can be only tentatively drawn.
- For public school teachers whose degree status is known, 84% have attained an associate degree.
- For public school teachers whose degree status is known, 51% have attained a bachelor degree
- 15% of the region's public school teachers are known to have attained a graduate degree.
- In reporting jurisdictions, aproximately 34% of the public school teachers are actively working on a degree.

TABLE 12. EDUCATIONAL BACKGROUND OF PUBLIC SCHOOL TEACHERS

	HIGHEST DEGREE EARNED[1]				SEEKING DEGREE			
	HS	Assoc.	Bachel.	Master/ Doctor	Assoc.	Bachel.	Master	Doctor
ASAMOA	0	247	276	40	0	156	83	0
BELAU	No data	46	49	3[2]	No data	46	No data	No data
CNMI[3]	126	84	144	33[4]	126	84	0	0
GUAM	161	0	875	549[5]	No data	No data	No data	No data
KOSRAE	33	102	20	0	33	91	2	0
MARSHL	130	178	28	2	120	3	1	0
POHNPE	144	94	2	0	No data	No data	No data	No data
TRUK	No data	588	195	5[6]	110[7]	300	107	0
YAP	96	87	14	1	95[8]	101	0	0
REGION	690+	1,426+	1,603+	633+	484+	781+	193+	0+

Notes

[1]Not all teachers' educational status is known.
[2]Education status of 40 teachers unknown.
[3]CNMI data are for 1985-86. Figures include classroom aides, as well as teachers.
[4]More degrees accounted for than teachers listed.
[5]Includes 6 holding doctoral degrees.
[6]Education status of 51 teachers unknown.
[7]In addition, 8 teachers are working toward high school diploma completion.
[8]In addition, 1 teacher is working toward high school diploma completion.

TABLE 13. PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL TEACHERS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
ASAMOA	Content areas; methods	NWREL, UH CCAS	Case-by-case basis; salary is given	UH, BYU, CCAS
BELAU	Content areas; methods	Interface, PREP	Toward degree upgrading; return to job	UOG, SJSU
CNMI	Current ed. issues; general develop.	BEAM, PREP, NWREL, UH, DOE	15 credits/year toward certification standard;	NMC, UOG, SJSU, UH
	Upgrade levels of competencies	UH, UOG, EOSC, COM	No data	UH, UOG, EOSC, COM
GUAM	Program implement-ation, instruct. method, certficatn.	DOE central office staff	Need certification, etc.; salary is given	UOG
KOSRAE	Methods	BEAM, PREP, ADAP	Salary given	UOG,COM
MARSHL	Teaching methods	DOE specialists	Must be full time to receive salary	COM, UH, UOG
POHNPE	No data	No data	No data	No data
TRUK	Certification & degree work	UOG, CCM	Salary given up to nine months	CCM, UOG
YAP	Upgrade skills, whole language, multigrade mgmt.	Curric. staff, BEAM, PREP, Interface	Minimum 6 credits; must be full time to receive salary	UOG, COM

- Staff development is offered to public school teachers in all the region's jurisdictions.
- Topics for staff development are diverse, but most focus on classroom practices.
- Staff development is offered to public school teachers by a wide range of agencies and institutions and also by the staff of the region's departments themselves.
- Most teachers receive salary while participating in degree programs.
- Most degree programs for public school teachers are offered by institutions in the region, however mainland colleges are also represented.

TABLE 14. PUBLIC SCHOOL TEACHERS' ANNUAL SALARIES[1]

	Minimum	Average	Maximum
ASAMOA	$ 5,389	$ 9,348	$17,541
BELAU	$ 6,240	$10,400	$14,560
CNMI	$10,233	No data	$27,084
GUAM	$13,081	$24,037	$34,994
KOSRAE	$ 3,511	$ 6,023	$ 9,035
MARSHL	$ 2,829	$ 4,832	$ 9,500
POHNPE	$ 3,628	$ 7,926	$10,006
TRUK	$ 4,010	$ 5,624	$ 9,872
YAP	$ 2,808	$ 5,845	$ 9,027

Note

[1]Excludes contract teachers.

- Region-wide, public school teacher salaries range from a low of $2,808 to a high of $34,994.
- Average salaries for public school teachers range from $4,832 to $24,037.
- Contract teachers may receive higher pay than regular teachers in the jurisdiction's public schools.

PRINCIPALS/VICE-PRINCIPALS

TABLE 15. PUBLIC SCHOOL PRINCIPAL AND VICE-PRINCIPAL STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS

	SEX		AGE			JOB EXPER. IN YEARS				ETHNICITY		CERTIFICATION STATUS		TOTAL
	Male	Female	-25	26-55	56+	0-4	5-9	10-14	15+	Native	Other	Required	Certified	
ASAMOA	33	14	0	43 91%	4 9%	No data				45	2	MA	47	47
BELAU	26	3	No data			0	0	2	27	29	0	AA, AS	29	29
CNMI[1]	13	10	0	22 100%	0	No data				22	1	BA+30credit +5yrs exper.	No data	23
GUAM	29	72	No data			No data				42[2]	15	No data		101
KOSRAE	11	0	0	9 82%	2 18%	4		3		11	0	AS	7	11
MARSHL	28	0	0	26 93%	2 7%	1	0	2	25	28	0	AS	28	28
PONAPE	31	2	0	30 91%	3 9%	2	1	0	30	No data		No data		33
TRUK	74	9	0	71 86%	12 14%	3	2	7	71	No data		None	No data	83
YAP	9	0	No data			1	1	2	5	No data		No data		9
REGION	254	110	0+	201+	23+	11+	4+	16+	158+	177+	18+		111+	364

Notes:
[1]CNMI data are for 1985-86.
[2]Only Chamorros counted as native.

- Data on characteristics of principals and vice-principals are somewhat incomplete and conclusions drawn here are tentative.
- Approximately 68% of the principals/vice-principals are men.
- Over 90% of principals/vice-principals are between 26 and 55 years of age; 10% can be expected to reach retirement age in the next 10 years.
- Over 80% of principals/vice-principals have over 15 years job experience.
- 90% of principals/vice-principals in reporting jurisdictions are ethnic natives.
- Only a few jurisdictions have special certification for principals.
- All principals reported are certified, at least at the level for classroom teachers.

TABLE 16. PRIVATE SCHOOL PRINCIPAL AND VICE-PRINCIPAL STAFF, BY SEX

	SEX		TOTAL
	Male	Female	
ASAMOA	2	7	9
BELAU	6	1	7
CNMI	6	2	8
GUAM	2	13	15
KOSRAE	[Not applicable; no private schools]		
MARSHL	No data		No data
POHNPE	No data		No data
TRUK	6	3	9
YAP		1	1

- Public schools have only limited data on the principal/vice-principals staff of the private schools.
- Most private school principals are women.

TABLE 17. EDUCATIONAL BACKGROUND OF PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS[1]

	HIGHEST DEGREE EARNED				SEEKING DEGREE			
	HS	Assoc.	Bachel.	Master/ Doctor	Assoc.	Bachel.	Master	Doctor
ASAMOA[2]		9	10	28	0	9	4	1
BELAU	6	10	2	1		6	10	
CNMI	0	0	23	0	0	1	17	0
GUAM			No data				No data	
KOSRAE	1	7	3	0	1	4	2	0
MARSHL	0	27	0	1	0	0	0	0
POHNPE	0	29	3	1			No data	
TRUK			No data				No data	
YAP	1	6	2	0	1	6	0	0

Notes

[1]Educational background of some principals and vice-principals unknown.
[2]Figures for American Samoa include all building-level administrative /managerial staff.

- Data are insufficient to draw region-wide conclusions about the degree status of public school principals.
- Many principals/vice-principals for whom data is reported are seeking degrees of bachelor or master.

TABLE 18. PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
ASAMOA'	Procedures and methods; communications	Central Office ASB Personnel Office	Case-by-case basis	UH, NWREL CCAS, UCSD
BELAU	Management; evaluation; curriculum	Interface, PREP	Toward degree upgrading; return to job	UOG, San Jose University
CNMI	No data	BEAM, PREP, NWREL UOG, UH	No data	NMC, UOG, SJSU
GUAM	Instructional leadership	DOE administration	Lack of certif., etc.	UOG, UO
KOSRAE	School climate; effect. schooling	UOG, NMC, CCM	No data	UOG, CCM
MARSHL	Ed. leadership	Consultants	Full-time study	COM, UH, UOG
POHNPE	No data	No data	No data	CCM/UOG
TRUK	Certification; degree work	BEAM, PREP	Not to exit DOE for 9 months	CCM, UOG
YAP	No data	BEAM, PREP, Interface, DOE	Minimum 6 credits for full salary	UOG, COM

Note

'Figures for American Samoa include all building-level administrative/managerial staff.

- Jurisdictions in the region offer staff development for their public school principals.
- Staff development for public school principals/vice-principals ranges over a diversity of topics, however many have to do with leadership.

- Staff development for public school principals/vice-principals is provided by a variety of agencies and institutions, most in the region.
- Most principals receive salary while participating in degree programs.
- Most degree programs are offered by colleges in the region.

TABLE 19. PUBLIC SCHOOL PRINCIPALS' AND VICE-PRINCIPALS' ANNUAL SALARIES

	Minimum	Average	Maximum
ASAMOA	$14,608	$15,388	$23,876
BELAU	$ 8,384	$12,744	$17,104
CNMI	$15,095	No data	$28,438
GUAM	$30,662	$40,261	$49,859
KOSRAE	$ 5,256	$ 7,462	$ 9,667
MARSHL	$ 5,450	$ 7,800	$ 9,664
POHNPE	$ 9,440	$10,607	$18,995
TRUK	$ 6,440	$ 8,441	$11,064
YAP	$ 4,243	$ 6,075	$ 9,568

- Region-wide, public school principal/vice-principal salaries range froma low of $4,243 to a high of $49,859.
- Average public school principal/vice-principal salaries range from $6,075 to $40,261 in the region.

DEPARTMENT OF EDUCATION

PROFESSIONALS

TABLE 20. DEPARTMENT OF EDUCATION PROFESSIONAL STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS

	SEX		AGE			JOB EXPER. IN YEARS				ETHNICITY		TOTAL
	Male	Female	-25	26-55	56+	0-4	5-9	10-14	15+	Native	Other	
ASAMOA	16	7		No data			No data			18	3	23
BELAU	9	7		No data		3	2	1	10	16	0	16
CNMI[1]	13	9	0	22 100%	0		No data			63[2]	7	22
FSM	8	2	1 10%	9 90%	0	0	2	1	6	9	1	10
GUAM	No data			No data			No data			No data		
KOSRAE[3]	26	2	0	27 100%	0	10	14	3	0	26	2	28
MARSHL[4]	34	6	0	39 98%	1 2%	11	8	10	11	34[5]	3[5]	40
POHNPE[6]	14	3	0	17 100%	0		No data			14	1	17
TRUK	39	4	4[7] 9%	37[7] 86%	0[7]	7[8]	12[8]	1[8]	22[8]	43	0	43
YAP[9]	35	5	0	40 100%	0	17	19	0	0	38	2	40
REGION	194+	45+	5+	191+	1+	48+	57+	16+	49+	310+	19+	239+

Notes

[1]Data are for 1985-86 and include managers and specialists.
[2]Chamorro 53; Carolinian 10.
[3]Includes specialists, coordinators, and administrators.
[4]Includes secretaries and chiefs, coordinators, supervisors, and specialists.
[5]Ethnicity of three DOE professionals not known.
[6]Age of 2 professional staff not known.
[7]Job experience of 1 professional staff membersnot known.
[8]Includes administrators, coordinators, and specialists.
[9]Two vacant positions in Pohnpei.

- Data on characteristics of department of education professional staff are incomplete; conclusions drawn here are tentative.
- Approximately 80% of department of education professional staff are men.
- Region-wide, the proportion of ethnic natives comprising the department of education professional staff ranges from approximately 80% to 100%.
- In reporting jurisdictions, 96% of the department of education professional staff are in the 26-55 age range; less than 1% can be expected to reach retirement age in the next 10 years.

TABLE 21. EDUCATIONAL BACKGROUND OF DEPARTMENT OF EDUCATION PROFESSIONALS

	HIGHEST DEGREE EARNED					SEEKING DEGREE			
	HS	Assoc.	Bachel.	Master/ Doctor	TOTAL	Assoc.	Bachel.	Master	Doctor
ASAMOA	0	0	5	14[1]	19	0	0	0	3
BELAU	No data	No data	0	0			No data		
CNMI[2]	1	4	10	7	22	0	2	3	0
FSM	0	2	5	3	10	0	0	3	1
GUAM		No data					No data		
KOSRAE	6	11	10	1	28	6	11	9	0
MARSHL	0	20	18	2	40	0	4	1	0
POHNPE	1	11	4	1	17		No data		
TRUK	1	1	3	1	6	0	0	0	0
YAP	11	19	9	1	40	13	16	0	0

Notes

[1]Includes 6 doctor degree holders.
[2]Data are for 1985-86.

- Over half of the department of education professional staff in the region hold an associate or higher degree.
- Most professional staff are working on higher degrees.

TABLE 22. PROFESSIONAL DEVELOPMENT OFFERED FOR DEPARTMENT OF EDUCATION PROFESSIONALS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
ASAMOA	Supervision and communication	Central Office, Personnel Office, ASG	Job related activities; salary is given	CCAS, UCSD, BYU, UH
BELAU	Supervision, monitoring, evaluation	Interface, PREP	Toward degree upgrading; return to job	UOG, SJSU
CNMI	Classrm observation; program eval; supv/ mgmnt; curric. dev.	NWREL, UH, PREP, DOE	Salary increase after 120 sanctioned workshop	UH, SJSU UOG
FSM	Admin. services	EWC, UH, PREP, NWREL, UOG	No data	EWC, UH, PREP, NWREL, UOG
GUAM	No data	UOG, DOE staff	Salary received; lack of experience, etc.	UOG, UO
KOSRAE	Math curric. dev.	ADAP, CCM, UOG	Salary given	UOG, CCM
MARSHL	Material dev.	Consultants	Salary given	COM, UH, UOG
POHNPE	No data	No data	No data	No data
TRUK	Staff development	PREP, UOG	Not to leave DOE for 9 months	UOG
YAP	Five-year planning, curric. development	BEAM, PREP, etc.	Min. 6 credits to receive full salary	COM, UOG

- Jurisdictions in the region offer professional development for their department of education professionals.
- Most staff development offered for department of education professional staff is on topics related to supervision, administration, and curriculum development.
- A variety of agencies and institutions offer staff development for department of education professionals; most of them are from the region.
- Most department of education professionals receive their salaries while participating in degree programs.
- Most degree programs for department of education professionals are offered by institutions in the region.

PUBLIC SCHOOL
SUPPORT STAFF

TABLE 23. SUPPORT STAFF, BY SEX AND AGE

	SEX		AGE			TOTAL
	Male	Female	-25	26-55	56+	
ASAMOA	84	64		No data		148
BELAU	48	80		No data		128
CNMI[1]	33	39		No data		72
FSM	No data		1 25%	3 75%	0	4
GUAM	No data			No data		
KOSRAE	28	26	8 15%	44 81%	2 4%	54
MARSHL	26	16	2 5%	32 76%	8 19%	42
POHNPE	No data		0	23 100%	0	23
TRUK	39	25	2 3%	46 72%	16 25%	64
YAP	21	12	5[2] 15%	25[2] 76%	0[2]	33
REGION	279+	262+	18+	173+	26+	568+

Notes

[1]Data are for 1985-86.
[2]Age of 3 support staff unknown.

- Data on characteristics of public school support staff are incomplete; conclusions drawn here are tentative.
- Over 70% of the public school support staff are in the 26-55 age range; 12% can be expected to reach retirement age in the next 10 years.
- The number of support staff exceed the numbers of department of education professionals by 105% to 666%, except at the FSM National, which does not administer schools.

TABLE 24. SUPPORT STAFF'S ANNUAL SALARIES, BY JOB CATEGORY

		Tchr/Lib. Aide	Secrtry.	Admin. Special.	Admin. Assist.	Clerk	Accntant.	Manager	Cook	Driver	Main-tenance	Security	Custod.	Special Workers	Graphic Artist
ASAMOA	Min.	$4,386	$5,176						$4,243	$5,220					
	Av.	No data	$5,696						$5,226	$5,761					
	Max.	$4,864	$6,955						$5,678	$8,985					
BELAU	Min.	$4,148[1]													
	Av.	$8,724[1]													
	Max.	$13,300[1]													
CNMI	Min.	$6,284	$7,634	$9,275	$8,414		$11,269		$7,634	$7,634	$7,634		$7,634		
	Av.	No data on average salaries													
	Max.	$14,337	$11,831	$16,638	$13,042		$25,794		$11,831	$11,831	$11,831		$11,831		
GUAM	Min.	$10,275	$12,245		$15,187	$10,985	$21,817	$15,187[2]	$12,009				$10,801		
	Av.	$12,646	$14,951		$16,942	$12,696	$22,207	$16,422[2]	$12,857				$12,409		
	Max.	$15,017	$17,657		$18,697	$14,407	$22,597	$17,657[2]	$13,705				$14,017		
KOSRAE	Min.	$2,545			$2,745	$2,345			$2,345				$2,645		
	Av.	$2,545			$3,095	$2,545			$2,745				$2,862		
	Max.	$2,545			$5,256	$2,862			$3,211				$3,328		
MARSHL	Min.				$4,805	$2,538			See note		$3,557[4]	$2,400		$2,200	
	Av.				$6,152	$3,120			#3		$4,079[4]	$2,950		No data	
	Max.				$7,500	$3,700					$4,600[4]	$3,503		$3,000	
POHNPE	Min.		$3,392						$3,370	$3,640	$4,245[4]				
	Av.		$4,584						$3,639	$3,930	$4,584[4]				
	Max.		$4,951						$3,933	$5,722	$4,950[4]				
TRUK	Min.	$1,905		$6,438		$1,905	$4,585		See note	$2,334	$2,334[4]			$2,334[6]	$3,503
	Av.	$3,960		$7,574		$3,169	$5,085		#5	$3,718	$2,771[4]			$2,950[6]	$5,208
	Max.	$6,017		$11,837		$3,503	$8,441			$4,291	$4,291[4]			$4,291[6]	$6,440
YAP	Min.	$1,404[7]				$2,642		$2,808	$1,976	$2,808	$2,226				
	Av.	$1,404[7]				$2,962		$3,127	$2,356	$2,985	$2,944				
	Max.	$1,404[7]				$3,557		$3,765	$2,974	$3,162	$3,557				

Notes

[1]Only generic support staff salary given.
[2]Cafeteria managers.
[3]Cooks not paid by DOE but under Government Social Service.
[4]Carpenters.
[5]Truk has cooks, but salary information is not available.
[6]Dormitory parents.
[7]Cultural teachers.

- Regionally, support staff salaries range from a low of $1,404 to a high of $25,794.
- Except in the Marshalls, where they work for Public Services, all departments of education employ cooks.
- The salaries for cooks range from $1,976 to $13,205, the approximate range for all support staff except accountants, who are paid significantly higher salaries.

PUBLIC SCHOOL
CURRICULUM AND INSTRUCTION

TABLE 25. SUBJECTS OFFERED, BY GRADE AND REQUIREMENT STATUS[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies[2]	Fine Arts	Vocational	Other
ASAMOA	English 1-12 Samoan 1-12	1-12	1-12	1-12	Health 1-12 PE 1-12	See note #3	Music 1-12 Art 1-16	Voc. Ed. 8-12	JROTC 9-12
BELAU	English 1-12 Palau 1-12 (req. 1-5, 9-10) Japan. 9-12	1-12 (req. 1-11)	1-12	1-12 (req. 1-11)	Health 1-8, 11 PE 9-10 (req. 9)	No data		Voc. Ed. 6-12[4]	
CNMI	Carol.blng.1-7 Cham.bilng.1-8 Lang.arts 1-12	1-12 (req. 1-9)	1-12	1-12	PE 1-12	See note #3	Art 1-12	Voc. Ed. 8-12	CLASP 2-4
GUAM	Lang.arts/Rdg. K-12 For.lng.8-12 (not req.)	K-12 (req. K-11)	K-12	K-12 (req. K-11)	Health K-12 (req.6-12) PE K-12 (req. 6-12)	See note #3	Music K-12 (req.K-5) Art K-12 (req.K-5)	Voc. Ed. 9-12	JROTC 9-12 GATE
KOSRAE	Language 1-12	K-12 (req. 1-12)	1-12	K-12 (req. 1-12)	Health/Nutrition 1-12	See note #3			Voc.ed.1-12
MARSHL	English 1-12 Marshall. 1-10 (req.1-8)	1-12 (req. 1-11)	1-12	1-12 (req. 1-11)	Health 1-11 (req. 6-8)	Cult. ed. 1-9 (req. 1-8)	Art 1-9 (req. 1-4)	Voc. ed. 9-12 (not req.)	
POHNPEI	Vernaclr. 1-8 English 1-12	1-12	1-12	1-12 (not req.)	Health 1-10 PE 1-12	See note #3		Agricultr.7-12 Business 10-12 Home Arts 9-12 T&I 9-12 (req. 10-12) Power Mech.9-12 (req.10-12)	
TRUK	Lang.art 1-12 Biling. 1-8	1-12	1-12	1-12	Health (not req.)	See note #3		Voc. ed. 9-12	Spec. Ed. pr.[4]
YAP	Lang. Art 1-12	1-12	1-12	1-12		Island cult. 1-12		Voc.ed.10-12 (not req.)	

Notes

[1]Where not otherwise designated, courses are required of all students.
[2]Culture Studies is defined as teaching traditional ways of fishing, folklore, etc.
[3]Culture Studies are integrated into language arts and/or social studies.
[4]Agriculture, cooking, sewing, business, carpentry, construction, mechanics.

- Core subjects--i.e., those that are offered consistently throughout the grades--are standard region-wide; the core subjects are language arts, math, social studies, and science.
- All jurisdictions offer vocational education at the secondary level.
- Fine arts is taught by many, but not all, jurisdictions.
- All jurisdictions offer health or physical education and most offer both.
- At least two languages are included in the language arts curriculum in the region's schools.
- Culture studies is taught throughout the region at all grade levels; in 2 jurisdictions it is a distinct subject and elsewhere is a part of the language arts or social studies courses.

TABLE 26. CURRICULUM, BY STAGE OF DEVELOPMENT, LEVEL OF IMPLEMENTATION, EVALUATION STATUS, AND DEVELOPER

		Language Arts	Math	Social Studies	Science	Health/PE	Fine Arts	Vocational	Other
ASAMOA	Articulated[1]	Yes	Yes	Yes	Yes	Yes		Yes	
	Usage[2]	100%	100%	100%	100%	100%		100%	
	Evaluation[3]	Yes	Yes	Yes	Yes	Yes		Yes	
	Developer[4]	DOE curric.	DOE curric.	DOE curric.	DOE curric.	DOE curric.		DOE curric.	
BELAU	Articulated	Yes	Yes	Yes	Yes	Yes		Yes	
	Usage	100%	100%	85%	90%	100%		100%	
	Evaluation	Yes	Yes	Yes	Yes			Yes	
	Developer	Staff	Staff	Staff	Staff	Staff		Staff	
CNMI	Articulated	Carol: No Lg.art: Cham: Yes	Yes	No	Yes	No		Yes	
	Usage	Carol: 80% Cham: 25% Lang. art: 8-12%	No data	25%	100%	No data			75%
	Evaluation	Carol: No Cham: In process Lg.art: No	No	No	No	No			Yes
	Developer	Carol: Tchrs. Cham: Tskforce Lg.art: Tchr. taskforce	Tchrs., spec., princ; NWREL	PALM;prog. personnel	Tchr.-spec. taskforce				HEP
GUAM	Articulated	Lg.art: Yes For.lg: Yes	Yes	Yes	Yes	Yes	Yes		
	Usage	Lg.art: 100% For.lg.: no data	No data	No data	No data	100%	No data		
	Evaluation	Lg.art: Yes For.lg: no data	No data	No data	No	Yes; 100%	No data		
	Developer	Lg.art: RPE For.lg: C&I staff	C&I staff	C&I staff	C&I staff	C&I staff	C&I staff		

		Language Arts	Math	Social Studies	Science	Health/PE	Fine Arts	Vocational	Other
KOSRAE	Articulated	Yes	Yes	Yes	Yes	Yes		Yes	
	Usage	100%	100%	100%	100%	100%		100%	
	Evaluation	No	Yes	No	No	No		No	
	Developer	CRDG	CRDG	CRDG	CRDG	CRDG		CRDG	
MARSHL	Articulated	None	None	None	None	No		None	
	Usage	[Not applicable]							
	Evaluation	[Not applicable]							
	Developer	[Not applicable]							
POHNPE	Articulated	Vernac: no Engl: no	Yes	Yes	No	No data		Yes	
	Usage	Vernac: 60% Engl: 100%	100%	100%	80%	No data		100%	
	Evaluation	No data	No	No	No	No	No		
	Developer	Staff	Staff	Staff	Staff	Staff		Staff	
TRUK	Articulated	Lg.art: Yes Biling.: Yes	Yes	Not artic.	Not artic.	Yes		Yes	Yes
	Usage	Lg.art:90% Biling.: 100%	100%	75%	100%	0%		100%	40%
	Evaluation	No	No	No	No	No		No	No
	Developer	Lg.art: SPC Bilng: Curric. writers	Curr.Comm.	Curr.Comm.	Curr.Comm.	DOE		DOE	DOE
YAP	Articulated	Yes, under revision	Yes	Yes	Yes		No	Yes	
	Usage	100%	100%	100%	100%		100%	No data	
	Evaluation	No	No	No	Yes		Yes	No	
	Developer	Spec.; consult.	Spec.; consult.	Spec.; consult.	Spec.; consult.		Spec; consult.	Spec.; consult.	

Notes

[1]Designates whether or not an across-grade articulated curriculum has been developed for the jurisdiction's schools.
[2]Designates the extent to which the jurisdiction's designated curriculum is actually implemented at the classroom level.
[3]Designates whether or not the curriculum has been evaluated. In only some cases does curriculum evaluation include evaluation of its implementation.
[4]Designates who developed the curriculum.

- Curriculum development and articulation of curriculum are current projects in all jurisdictions in the region.
- Eight of the nine jurisdictions have an across-grade articulated curriculum in at least some core subject areas.
- Where data on implementation of curriculum are available, a high degree of use of the curriculum is reported, with some exceptions.
- Some jurisdictions do not have curriculum evaluation, or have it for only some subjects.
- In all jurisdictions, most curriculum is developed by local staff, either subject area specialists or teachers.

TABLE 27. INSTRUCTIONAL MATERIALS, BY ORIGINATOR[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
ASAMOA	English 20% Samoan 100%	0%	20%+50% Pacific	20%	PE 100% Health 20%			Business 20% Hmkg.&Ind.arts 50%	
MILAU	English 10% + 40% Pacific Palauan 93%+7% Pacific Japan. 100%	5%	20%+10% Pacific	25%+5% Pacific	Health 25%+5% Pacific PE 60%			Agric. 90%+5% Pacific Cooking 5%+10% Pacific Sewing 20%+5% Pacific Business 15% Carpentry 25%+5% Pacific Construction 25%+ 5% Pacific	
CNMI	Carol. 85%+ 10% Pacific Cham. 97% Lang.arts 5%+ 1% Pacific	0%	58%	0%	PE 2% Pacific				CLASP[4] 25%
GUAM	Lang.arts 0% For.lg. 0%	0%	10%	0%	PE 100% Health 100%		No data		
KOSRAE	20%+57% Pacific	15%+5% Pacific	38%+24% Pacific	5%+58% Pacific	10%+80% Pacific			65%	
MARSHI	English 90% Marshall.100%	50%	80%	90%	70%+10% Pacific	100%	40%	0%	
POHNPE	Vernac. 100% English 20%+ 30% Pacific	20%	20%+60% Pacific	60% Pacific	Health 60%+ 20% Pacific PE 60%+20% Pacific			Agric.80%+10% Pacific Busin. No data Home arts 50% Pacific T&I 0% Power mech 0%	
TRUK	Lg.arts 90% Pacific Bilng. 75% +25% Pacific	10%	45%+5% Pacific	10%	25%+25% Pacific			30%+10% Pacific	Spec. ed. 20%+30% Pacific
YAP	45%+45% Pacific	8%	25%+40% Pacific	20%+25% Pacific		100%		No materials	

Notes

[1]Percentages following each subject name indicate the proportion of the materials were developed in the jurisdiction itself. The second percentages, followed by the notation "Pacific", indicate the proportion that were developed elsewhere in the Pacific. Thus, the entry for American Samoa's social studies materials designates that the American Samoa Department of Education has developed 20% of its own materials and that, in addition, 20% were developed elsewhere in the Pacific. The remaining 30% of social studies materials used in American Samoa were not developed specifically for Pacific children.

[2]A remedial program.

- Significant materials development has taken place at the local level in the region and, in addition, considerable use is made of regionally developed materials.
- Most jurisdictions have developed significant portions of their own language arts curricula, especially in the indigenous languages, but also bilingual English curricula.
- All jurisdictions except Guam use materials that were developed in other Pacific jurisdictions.
- Of the subject areas, math materials are most frequently non-Pacific in origin, ranging from none local or Pacific to 50% local.
- In most districts, more than half the social studies materials have local or Pacific origin.
- Five of the nine districts use science materials that have a local or Pacific origin.
- Where culture studies materials are cited, they are locally developed.
- With the exception of agriculture, most vocational education materials are non-local in origin.

TABLE 28. TEXTBOOKS, BY SELECTING AGENT AND EVALUATION STATUS[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
ASAMOA	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes			DOE; yes	
BELAU	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes			DOE; yes	
CNMI	DOE; yes, except Lg. arts	DOE; yes	DOE; yes	DOE; yes	None			DOE; yes	
GUAM	DOE; yes	DOE; yes	DOE; yes	DOE; yes	Health: DOE; yes PE: None		Music: DOE; yes Art: No data		
KOSRAE	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes			DOE; yes	
MARSHL	DOE: yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes	
POHNPE	Vernac: No data Engl. DOE; no data	DOE: no data	DOE; no	DOE; no	Health: DOE; no PE: None			No data	
TRUK	Lg.arts DOE; no Bilng. DOE; yes	DOE; no	DOE; no	DOE; no	DOE; no			DOE; no	DOE; no
YAP	DOE; yes	DOE; yes	DOE; yes	DOE; yes		Other party; yes	DOE; yes		

Note

[1]For each subject or subject area, the first entry designates who selects the textbooks. The second entry indicates whether or not textbooks are subjected to evaluation at the time of their selection.

- Department of education staff select textbooks for the jurisdiction's schools.
- In seven of the nine jurisdictions, textbooks are evaluated.

TABLE 29. TEACHER AND SPECIALIST STAFFS AND STAFFING NEEDS, BY SUBJECT AREA[1]

		Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
ASAMOA	Ichr.	No data								
	Spec.	9, need 4	2, need 2	3, need 1	3, need 2	4, need 2			4, need 4	
BELAU	Ichr.	197, need 24	80	175	169, need 3	169, need 3			19, need 10	
	Spec.	20, need 12	7, need 4	7, need 2	8, need 1	10, need 10			15, need 10	
CNMI	Ichr.	No data								
	Spec.			1		2	2			No data
GUAM	Ichr.	185	115, need 5	108	108, need 2	84		46		
	Spec.	5, need 4	0, need 1	0, need 1	1, need 1	2, need 6		1, need 1		
KOSRAE	Ichr.	51	34, need 1	32		29	40		37	
	Spec.	1	1, need 1	1		1	1		1, need 1	
MARSHL	Ichr.	[Not applicable; teachers not specialized by subject below high school level]								
	Spec.	5, need 3	2, need 2	1, need 2	1, need 3	2, need 2	1, need 1	4, need 3	1, need 1	
POHNPE	Ichr.	No data	No data	No data	7, need 30[2]	No data			8, need 5[3]	
	Spec.	4, need 6	1, need 1	2	2	2, need 2			1, need 5	
TRUK	Ichr.	No data	No data	No data	No data	No data			49	58, need 8
	Spec	5, need 2	2	2	1, need 1	0, need 2			2, need 3	3
YAP	Ichr.	[Not applicable: teachers teach in different subject areas]								
	Spec.	2	1	1	1		1, need 1		1	

Notes

[1]Subject area Specialists may include program consultants, specialists, and others.
[2]Figures for PE only.
[3]Figures do not include agriculture.

- Data are not sufficiently complete to indicate how many teachers are working in each subject area, nor is data available on the proportion of teachers who were trained for the specific subject area to which they are assigned.
- All jurisdictions identify a need for additional subject area specialists in core curriculum areas.
- Need for specialists appears particularly high in areas of vocational education.

GOVERNANCE AND FINANCE

TABLE 30. GOVERNANCE STRUCTURE OF THE DEPARTMENTS OF EDUCATION

	Highest official, selected by	Second official, selected by	Board of Education	Other Boards & Councils
ASAMOA	Director, appointed by Governor, confirmed by legislature	Deputy Director, hired by Director	Appointed by Governor (advisory capacity)	None
BELAU	Director, long-term government hire	Associate Director, long-term government hire	Appointed by President; board is inactive	None
CNMI	Superintendent, appointed by Board	Associate Superintendent, selected by Superintendent	Appointed by Governor; elected effective 11/87	Parents, by popular vote of parents
GUAM	Director, appointed by Board, approved by Governor, confirmed by Legislature	Deputy Director, appointed by Director	Elected	None
FSM	Director, appointed by President	Administrator, hired by Director	Appointed by President	[Not applicable]
KOSRAE	Director, appointed by Governor	4 Division Chiefs, appointed by Director	None	Open advisory boards
MARSHL	Minister, appointed by President	Appointed secretary	None	None
POHNPE	Director, appointed by Governor and Legislature	Deputy Director, appointed by Governor and Legislature	None	Elected by majority vote
TRUK	State Director of Education, appointed by Governor	Deputy Director, appt. by State Director of Education	Appointed by Governor	Familiar with education/community leader, appointed by principal
YAP	Director, appointed by Governor	3-member Management Team, appointed by Director	Appointed by Governor	Community leaders, appointed by local district

- In nine of the ten jurisdictions the highest official in education is an appointee, usually named by and serving at the discretion of the governor or president.
- In eight of the ten jurisdictions, the highest official in education may select the second ranking official(s).
- Seven of the ten jurisdictions have a jurisdictional board of education and, of these, six have members appointed by the governor or president and just one board is elected.
- Five of the nine jurisdictions with school districts have local boards or councils for their schools.

TABLE 31. PROPORTION OF LAWS ENACTED WHICH ADDRESSED EDUCATION, LEGISLATIVE YEAR 1985-1986

	Education legislation	Total legislation	Percent on education
ASAMOA	3	16	19%
BELAU	1	No data	
CNMI	0	24	0%
FSM	7	86	8%
GUAM	6	20	30%
KOSRAE		No data	
MARSHL	1	62	2%
POHNPE	3	89	3%
TRUK	0	3	0%
YAP	0	20	0%

- Legislatures in the six of the nine reporting jurisdictions passed laws relating to education in the past year.
- Most jurisdictions did not have large numbers of education-related laws in the past year, however 19% of American Samoa's and 30% of Guam's legislation related to education.

TABLE 32. PROPORTION OF GOVERNMENT BUDGETS ALLOCATED FOR EDUCATION

	Total Budget	Education Budget
ASAMOA	$84,500,000	$13,000,000 (15%)
BELAU	$17,600,000	$2,451,952 (14%)
CNMI	$70,568,400	$8,561,200 (12%)
FSM	$12,976,996	$276,045 (2%)
GUAM	$223,158,696	$66,668,938 (30%)
KOSRAE	$7,202,135	$1,985,394 (28%)
MARSHL	$35,000,000 est.	$2,653,800 (8%)est.
POHNPE	$13,279,300	$2,752,447 (21%)
TRUK	$37,944,528	$4,747,252 (13%)
YAP	$9,158,460	$1,222,233 (13%)

- The proportion of government funds that go to education ranges across the region from a low of 2% to a high of 30%.

TABLE 33. PUBLIC SCHOOL PER PUPIL EXPENDITURES

	Materials and Supplies	Nonsalary Dollars	All Dollars	Estimated Need
ASAMOA	No data	No data	$1,400.00	$3,000[1]
BELAU	No data	$319.04	$1,462.50	$1,800
CNMI	$88.42	$489.57	$2,331.14	$3,500
GUAM	$30.00	$428.00	$2,621.00	$3,000
KOSRAE	$63.43	$281.42	$ 936.95	$1,037
MARSHL	$13.12	$ 13.12	$ 263.69	No data
POHNPE	$42.37	$193.09	$ 669.65	No data
TRUK	$32.65	$209.23	$ 641.78	$620
YAP	$67.87	No data	No data	No data

Note

[1]National level of expenditure for U.S.

- Data on expenditures per pupil are somewhat incomplete, so conclusions drawn here are tentative.
- Per pupil amount spent on materials and supplies varies by 600% across the region, for those jurisdictions reporting.
- Per pupil amount spent in non-salary and in total dollars varies across the region from a total expenditure low of $264 to a high of $2,621.
- Most jurisdictions estimate a need for a higher per pupil expenditure.

TABLE 34. BUDGETS OF THE DEPARTMENTS OF EDUCATION, SCHOOL YEAR 1986-87

	Income		Expenditures	
ASAMOA	Federal funds	$6,700,500	Travel	$99,000
	Local appropriations	13,000,000	Contracts	906,600
			Materials	2,130,300
			Equipment	111,000
			Personnel	14,501,716
			Other	1,600,000
	TOTAL	$19,700,500	TOTAL	$19,348,616
BELAU	Department of Instruction	$2,451,952	Personnel	$3,494,427
	Federal	$2,017,460	Other	974,985
	TOTAL	$4,469,412	TOTAL	$4,469,412
CNMI	Federal grants	$8,561,200	Personnel	$9,541,183
	Bilingual Transition	147,938	Supplies	458,085
	Personnel Consolid.	13,393,496	Other	2,078,366
	Bilingual State	50,000		
	Child Nutrition	1,500,000		
	Territ. Teacher Trng.	425,000		
	Special Education	879,828		
	Headstart	374,116		
	TOTAL	$25,331,578	TOTAL	$12,077,634
FSM	Department of Instruction	$235,845	Personnel	$179,059
	Federal programs	147,264	Travel	15,536
			Contracts	24,000
			Other	16,850
	TOTAL	$383,109	TOTAL	$235,445
GUAM	Local funds	$ 492,096	Personnel	$55,448,126
	Federal funds	$66,176,842	Travel	36,490
			Contractual	1,479,214
			Supplies	4,886,260
			Equipment	1,901,248
			Utilities	2,164,157
			Capital outlay	257,460
			Miscellaneous	114,599
	TOTAL	$66,668,938	TOTAL	$66,287,554

KOSRAE	U.S. and local	$1,985,394	Personnel	$1,389,062
			Travel	51,900
			POL	15,800
			Equipment	66,600
			Other	462,032
	TOTAL	$1,985,394	TOTAL	$1,985,394
MARSHL	Government funds	$2,653,000	Personnel	$1,744,283
			Supplies	111,912
			Travel	21,002
			Other	72,830
	TOTAL	$2,653,000	TOTAL	$1,950,027
POHNPE	Government funds	$2,469,400		
	Chapters I&II	$1,236,968	No data	
	Food services	$1,623,219		
	Aging program			
	Pohn.Is.Cntrl.Schl. meals	$20,000		
	Aid to nonpublics	$32,000		
	Voc.rehab.	$26,000		
	PICSchl. school business	$39,000		
	PICS scholarship/grad fund	$70,000		
	TOTAL	$5,516,587		
TRUK	Government funds	$4,747,252	Personnel	$7,156,116
	Chapter I & II	1,440,000	Travel	52,029
	Bilingual Ed.	414,418	Contract.Svcs.	1,191,894
	Teacher Training	267,115	POL (Fuel, etc.)	28,085
	Food Services	3,700,000	Equipment	109,975
			Supplies	537,600
			Personnel Benefits	98,118
			Freight	49,750
			Communications	2,375
			Food Stuff	1,000,000
			Rent	73,750
			Contract.Maint.	10,000
			Printing	7,000
			Training	46,500
			Other	205,593
	TOTAL	$10,568,785	TOTAL	$10,568,785

YAP	Dept.of Instr., regular	$1,222,233 est.	Personnel	$1,601,267
	Federal	1,413,455 est.	Equipment	137,456
			Text/Library	66,355
			Contracts	72,462
			Printing	62,609
			Scholarships	64,953
			Travel	119,584
			Furnit/Fixtures	105,324
			Food stuffs	43,358
			Communication	5,780
			Supplies	569,444
			Other	58,379
	TOTAL	$2,635,688 est.	TOTAL	$2,906,971 est.

- Substantial portions of all departments' budgets come from U.S. federal funds, ranging from 38% in the FSM national education budget to 99% in Guam's education budget and averaging, across the region, over 50% U.S. federal funding.

- Over 60% of the region's department of education budgets are spent on personnel.

TABLE 35. MINIMUM PUBLIC SCHOOL DAYS AND HOURS[1]

	Days/Year	Hours/Day	Policy Status	Compliance
ASAMOA	185	6	DOE policy	3.5
BELAU	180	6-7	Law & DOE policy	4
CNMI	180	6	Law & DOE policy	3
FSM	180	6	DOE policy	2
GUAM	180	7	Law	4
KOSRAE	180	6	Law (days); policy (hours)	3
MARSHL	180	6	DOE policy	3
POHNPE	180	6	DOE policy	4
TRUK	160	Elem.=5; HS=6	DOE policy; schools	2.5
YAP	180	Up.grds=5; low. grds=4	DOE policy	3
REGION				3.2

Note

[1]Ratings secured by Cadre indicate the extent to which these standards are adhered to: 4=totally; 3=almost always; 2=not by some schools or teachers; 1=not by many schools or teachers.

- Schools in the region maintain a standard of at least 180 days per year in session, usually set by departmental policy.
- The number of instructional contact hours ranges regionally from 4 to 7 hours per day.
- Compliance with minimum days and hours varies across the region from total compliance to failure of some teachers and/or schools to comply, but, regionally, compliance is good.

TABLE 36. SCHOOL COMPLETION REQUIREMENTS

	COMPULSORY THROUGH	DIPLOMAS AWARDED	
		Elementary	Secondary
ASAMOA	Grade 12 or age 18	None	Grade 12
BELAU	Grade 8 or age 14	Grade 8	Grade 12
CNMI	Grade 9 or age 16	Grade 9	Grade 12
FSM	Grade 8 or age 14	Grade 8	Grade 12
GUAM	Age 16	None	Grade 12
KOSRAE	Grade 8 or age 14	Grade 8	Grade 12
MARSHL	Grade 8	Grade 8	Grade 12
POHNPE	Grade 8 or age 14	Grade 8	Grade 12
TRUK	Grade 8 or age 14	Grade 8	Grade 12
YAP	Grade 8 or age 14	Grade 8	Grade 12

- Education is compulsory for every child in the region.
- In most jurisdictions grade 8 or age 14 is the required level of compulsory schooling, however, one jurisdiction sets compulsory level at grade 12 or age 18 and two jurisdictions set it at age 16, without grade level designation.
- Certificates of school completion are given at grade 8 or 9 completion, except in two jurisdictions where no completion certificate is given until the high school diploma.
- High school graduation is set at completion of grade 12 in all jurisdictions.

TABLE 37. POLICY STATUS OF LANGUAGE OF INSTRUCTION

ASAMOA	Law
BELAU	Law; DOE policy
CNMI	Law
GUAM	Law
KOSRAE	DOE policy
MARSHL	DOE policy
POHNPE	DOE policy; teacher discretion
TRUK	DOE policy; school discretion; teacher discretion
YAP	DOE policy

- Language of instruction has been designated for public schools in all jurisdictions, either by law or departmental policy.
- In some jurisdictions, policy permits language of instruction to vary at the discretion of the teacher or the local school.
- Language of instruction policies are not enforced in the classrooms of some jurisdictions.
- Private schools may not follow the language of instruction policy of the public schools.

TABLE 38. POLICIES FOR PRIVATE SCHOOL CHARTERING

	Schools chartered by	Standards for chartering
ASAMOA	Director of Education	Philosophy, goals, objectives, curriculum, funding, teacher certification, facilities
BELAU	President, after Director's recommendation	Names of persons desiring to establish the school, proposed school location, course of instruction, language of instruction, other information as Director may require
CNMI	Board of Education	Safety, sanitation, and staff health clearance, teacher qualifications, language of instruction, curriculum, enrollment, financing, fee of $100, minimum school days and hours
FSM	Director of Education	[Not applicable]
GUAM	No	[Not applicable]
KOSRAE	FSM Office of Education	No data
MARSHL	Department of Education	Staff qualifications, adequacy of facilities and materials
POHNPE	FSM Office of Education	No data
TRUK	Governor and Director	Enrollment, facilities, location, teachers and staff, funding
YAP	FSM Office of Education	No data

- With the exception of Guam, private high schools in the region must be chartered by the local department of education.

- Standards for chartering vary by jurisdiction, but usually include criteria for facilities as well as curriculum and personnel.

TABLE 39. SPONSORS OF PRIVATE SCHOOLS

ASAMOA	Catholic Church, Seventh Day Adventist Church, Samoa Baptist Church, Manumalo Baptist Church, Independent
BELAU	Catholic Mission, Lutheran Mission, Seventh Day Adventist Church, Modekngei group, OISCA Palau Chapter I
CNMI	Catholic Church, Baptist Church, Seventh Day Adventist Church, Saipan Community Church, Mariana Islands Community, Independent
GUAM	Catholic Archdiocese of Agana, Seventh Day Adventist Church, St.John's Episcopal Church
KOSRAE	[Not applicable; no private schools]
MARSHL	Church groups, Private groups
POHNPE	Seventh Day Adventist Church, Pohnpei Catholic Church, Baptist Church
TRUK	Catholic Church, Seventh Day Adventist Church, Protestant Church
YAP	Catholic Mission

- Most private schools are sponsored by religious groups, leading among them the Catholic Church and the Seventh Day Adventist Church.

TABLE 40. ACCREDITATION STATUS OF PUBLIC HIGH SCHOOLS

ASAMOA	Western Assoc. of Schools and Colleges (7 schools)
BELAU	None
CNMI	Some are seeking accreditation
GUAM	Western Assoc. of Schools and Colleges (5 schools)
KOSRAE	None
MARSHL	None
POHNPE	Some are seeking accreditation
TRUK	None
YAP	None

- Western States Association of Schools and Colleges has accredited 12 high schools in 2 of the region's jurisdictions.
- High schools in 2 additional jurisdictions are currently seeking accreditation.

TABLE 41. HEALTH STANDARDS FOR PUBLIC SCHOOL STUDENTS AND PERSONNEL

	Stdts.	Tchrs.	Other staff	Requirements	Status
ASAMOA	Yes	Yes	Cooks, janitors	Staff: Yearly exam	Law
BELAU	Yes	Yes	All	Medical exam on hire; Students vaccinated	Law & DOE policy
CNMI	Yes	Yes	None	No data	DOE policy
GUAM	Yes	Yes	All	Staff: Yearly exam, TB test	Law & DOE policy
KOSRAE	Yes	Yes	None	No data	DOE policy
MARSHL	Yes	Yes	Cooks	Staff: Hospital clearance	DOE policy
POHNPE	Yes	Yes	Cooks	Staff: Physical exam	DOE policy
TRUK	Yes	Yes	Cooks	No data	DOE policy
YAP	Yes	Yes	Yes, but not enforced	Staff: Periodic exams and TB screening	DOE policy

- All jurisdictions have health standards for students and teachers and some have them for additional personnel, most frequently for cooks.
- Most health standards take the form of department policy, rather than law.

TABLE 42. PARENT AND COMMUNITY SUPPORT ORGANIZATIONS FOR THE PUBLIC SCHOOLS[1]

	Organization	Activity Level
ASAMOA	PTA	4
BELAU	Parent-Teacher-Student Assoc.	3
CNMI	PTA	3
FSM	Outreach Programs	[Not applicable]
GUAM	PTA, PTO, Parents Booster Club, Advisory Council	3
KOSRAE	Parent-Teacher Association	2
MARSHL	Parent-Teacher Association	4
POHNPE	Parents Teachers Association	4
TRUK	PTA	4
YAP	Local Board Cadre	3

Note

[1]Ratings secured by Cadre indicate organizations' overall level of activity: 4=very active (met 4+ times last year); 3=moderately active (met 3-4 times); 2=moderately inactive (met 1-2 times); 1=inactive (did not meet).

- All public schools in the region have some form of a parental and/or community support organization.

- Data do not sufficiently describe the activity level of these organizations for conclusions to be drawn, however all jurisdictions report some activity by parent/community support groups.

SERVICES AND ACTIVITIES

TABLE 43. SERVICES PROVIDED TO PRIVATE SCHOOLS, BY AGENCY

	Bussing	Meals	Materials	Training	Medic/Dental	Equipment	Salaries	Renovations	Interschol.
ASAMOA	DOE	DOE	DOE	DOE					
BELAU	DOE	DOE	Other agent	DOE	Other				
CNMI	DOE	DOE	DOE	N.M.College					
FSM	DOE		DOE	DOE	DOE	DOE	DOE		
GUAM	Public Wks.		DOE	DOE					DOE
KOSRAE	[Not applicable; no private schools]								
MARSHL		Social Serv.	DOE						
POHNPE			DOE						
TRUK		Food Serv.	Ch. I	Tchr.Trng.		Ch. I	Ch. I	DOE	
YAP			DOE	DOE					

- Departments of education throughout the region provide services to private schools, varying by jurisdiction, but including bussing, meals, instructional materials, equipment, teacher training, medical/dental care for students, renovation of facilities, and teacher salaries.

- Some services to private schools are provided by other governmental agencies.

TABLE 44. SPECIAL SERVICES PROVIDED, BY TYPE AND RECIPIENT[1]

	Pre-School	Handicapped	Remedial	Talent/Gift	Testing	Vocatnl. Programs	Social Work	Voc. Rehab.	PACE	Trad. Skill	Contin. Education	Student Exchange
ASAMOA	All	All	All	All		All					All	All
BELAU		All	All		All	Public	Public					
CNMI	Public	Public	Public	Public	Public	Public	Public	Public				
GUAM			All	All	All[2]				All			
KOSRAE[3]			Public	Public			Public			Public		
MARSHI		All	Public			Public						
PONPEI	No data											
TRUK	Public	Public	Public			Public					Public	
YAP	Public	Public						All				

Notes

'"All" indicates that eligble private school students, as well as public school students are served.
'Psychological and social testing is given to private schools on request; achievement testing is only provided for the public schools.
'Kosrae has no private schools.

- Some eligible students in the region receive special services, such as preschool, remedial, handicapped, gifted and talented, testing, social work, vocational rehabilitation, and continuing education.
- No jurisdiction offers this full range of services.
- Special services are often not sufficient to serve all eligible students.
- Some special services are provided to private, as well as public, school students.

TABLE 45. EXTRACURRICULAR ACTIVITIES IN THE PUBLIC SCHOOLS

	Sports/PE	Honor Society	Music Groups	Student Gov't.	Debate	Clubs	Scholastic Contests	Vocational Events	Field Trips	Newspaper	Social Activities
ASAMOA	All	HS	HS	HS						HS	
BELAU	All						9-12		All		All
CNMI	No data										
GUAM	All		Gr. 6-12	HS	HS	Gr. 6-12		All	HS		
KOSRAE	All						All	All			
MARSHL	All		HS								
POHNPE	Gr.7-12						Gr. 3-8	Gr. 7-8			
TRUK	All				Gr. 6-12	Gr. 11-12			PreS,1-8,12		
YAP							Elem.		Gr.12		

- All schools in the region offer extracurricular activities, such as music, sports, honor and debate societies, scholastic contests, vocational events, field trips, and newspaper.
- No jurisdiction offers this full range of activities.
- These activities are generally not offered at all grade levels and many are offered only at the secondary schools.

FACILITIES

TABLE 46. SCHOOLS AND THEIR LOCATION

	PUBLIC SCHOOLS					PRIVATE SCHOOLS					TOTAL
	Elementary Schools[1]		High Schools[2]		Total Public	Elementary Schools[1]		High Schools[2]		Total Private	
	Outer Islands	Total	Outer Islands	Total		Outer Islands	Total	Outer Islands	Total		
ASAMOA	3[3]	28	1[3]	5	33	0	7	0	2	9	42
BELAU	3[4]	24	0	1	25	0	2	0	4	6	31
CNMI	1[5]	4[6]	0	6[7]	10	0	1[6]	0	2[7]	3	13
GUAM	0	30	0	5	35	0	13[9]	0	6	19	46
KOSRAE	0	5	0	1	6	0	0	0	0	0	6
MARSHL	61[10]	70	1[10]	2	72	7[10]	13	0	6	19	91
POHNPE	6[11]	38	0	1	39	0	3	0	4	7	46
TRUK	29[12]	92	2[12]	6	98	0	8	0	2	10	108
YAP	17[13]	29	1[13]	2	31	0	1	0	0	1	32
REGION	120	320	5	29	349	7	48	0	26	74	423

Notes

[1]Grades 1-8 are clustered as elementary school, for regional comparison. In addition, American Samoa, CNMI, Guam, and Kosrae have kindergartens, and American Samoa and Guam have prekindergartens. They are here included in elementary. For Guam, middle schools, grades 6-8, are included with elementary.

[2]Grades 9-12. Yap's grade 9 middle schools are included with high school for this regional profile, as are CNMI's junior highs, encompassing grades 8-9.

[3]Islands other than Tutuila, Tau, and Olosega.

[4]Islands of Sonsorol, Pulo Anna, and Hatohobei.

[5]Islands other than Saipan, Tinian, and Rota.

[6]Through grade 7 only.

[7]Includes grade 8.

[8]Islands other than Guam.

[9]Includes one grade 7-9 middle school.

[10]Islands other than Majuro and Kwajalein.

[11]Islands other than Kosrae.

[12]Islands outside of Truk Lagoon.

[13]Islands other than Yap.

- There are 423 schools in the region, including 368 elementary and 55 secondary schools.
- Of the region's schools, 132 are on outer islands, 31% of the total schools.
- 127 elementary schools, 35% of the total number in the region, are on outer islands and 5 high schools, 9% of the total number.
- 349, or 83%, of the region's schools are public schools.
- Of the region's elementary schools, 320, or 87%, are public schools, while just 29, or 53%, of the region's high schools are public schools.
- The public schools provide most outer island elementary education (94% of outer island elementary schools are public) and all the outer island high school education.
- Jurisdictions vary in the number of schools, from a low of 6 to a high of 108.
- The number of schools does not correspond directly to the school student population, but rather is highly influenced by the number and remoteness of islands in the jurisdiction.

TABLE 47. SCHOOL BUILDINGS

	PUBLIC SCHOOLS			PRIVATE SCHOOLS			TOTAL
	Elem.[1]	High[2]	Total Public	Elem.[1]	High[2]	Total Private	
AMERICAN SAMOA	194	32	226	22	14	36	262
BELAU	46	9	55	4	15	19	74
CNMI[3]	56	19	75	10	6	16	91
GUAM		No data			No data		
KOSRAE	17	8	25	[Not applicable; no private schools]			25
MARSHL	85	14	99		No data		99+
POHNPE	82	No data	82+		No data		82+
TRUK	212	71	283	14	3	17	300
YAP	39	15	54	6	None	6	60
REGION	731+	168+	899+	56+	38+	94+	993+

Notes

[1]Grades K-8 clustered as elementary school.
[2]Grades 9-12 clustered as high school.
[3]Junior high, grades 8-9, included with high school.

- Data on numbers of school buildings are incomplete, lacking figures from the largest jurisdiction in the region, Guam, as well as some other reports, however it is safe to conclude that the region has over 1,000 school buildings.
- Of the total buildings reported here, approximately 90% are public school buildings.
- Of the total buildings, public and private, reported here, approximately 80% are elementary school buildings.

TABLE 48. CLASSROOMS

	PUBLIC SCHOOLS			PRIVATE SCHOOLS			TOTAL
	Elem.[1]	High[2]	Total Public	Elem.[1]	High[2]	Total Private	
ASAMOA	582	128	710	44	29	73	783
BELAU	160	9	169	19	29	48	217
CNMI[3]	174	94	268	33	12	45	313
GUAM	734	No data	734+	224	73	297	1,031+
KOSRAE	80	26	106	[Not applicable; no private schools]			106
MARSHL	275	53	328	37	141	178	506
POHNPE		No data			No data		
TRUK	500	110	610	45	12	57	677
YAP	140	No data	140+	9	None	9	149+
REGION	2,645+	420+	3,065+	411+	296+	707+	3,772+

Notes

[1]Grades K-8 clustered as elementary school.
[2]Grades 9-12 clustered as high school.
[3]Junior high, grades 8-9, included with high school.

- Data on numbers of classrooms are incomplete, however it is safe to conclude that the region has approximately 4,000 classrooms.
- Of the total numbers of classrooms reported here, over 80% are in the public schools.
- Of the total numbers of classrooms reported here, two-thirds are in elementary schools.

TABLE 49. STUDENTS PER CLASSROOM

	PUBLIC SCHOOLS				PRIVATE SCHOOLS			
	Elementary[1]		High School[2]		Elementary[1]		High School[2]	
	Policy	Actual	Policy	Actual	Policy	Actual	Policy	Actual
ASAMOA	21	25	21	25	25	25	25	25
BELAU	25	15	25	22	25	18	25	18
CNMI[3]	30	22	30	18	30	22	30	28
GUAM	26[4]	28[4]	26	30	30	28	30	26
KOSRAE	None	21	No data		[Not applicable; no private schools]			
MARSHL	None	28	None	16	22	No data	25	No data
POHNPE	30	No data	30	No data	30	No data	30	11
TRUK	30	21 est.	25	30 est.	25[5]	26[5]	25	35 est.
YAP	25	14	25	17	25	No data	No high schools	

Notes

[1]Grades K-8 clustered as elementary school.
[2]Grades 9-12 clustered as high school.
[3]Junior high, grades 8-9, included with high school. Averages of students per classroom based on 4 year high schools only. Students per classroom in junior high average 22.
[4]Public kindergarten has lower numbers of students per classroom: 18, by policy, 20 actual.
[5]Figures do not reflect one grade 9 middle school. That school has an actual rate of 17 students per classroom.

- Most, but not all jurisdictions have a policy on numbers of students per classroom for public schools; most private schools have policies as well.
- Data on numbers of students per classroom are incomplete, however, figures reported here indicate that policy on number of students per classroom in the public schools ranges from 21 to 30.
- Actual numbers of public school students per classroom ranges regionally from 14 to 28 for elementary and from 16 to 30 for high school.
- Some jurisdictions' public schools have actual numbers of students per classroom that exceed the limit set by policy, while others have substantially fewer students per classroom than policy permits.
- Private schools range from 25 to 30 in their policies for students per classroom, but some of these limits are exceeded.

TABLE 50. HEALTH AND SAFETY STANDARDS FOR PUBLIC SCHOOL FACILITIES

	Responsible Agency	Criteria	Compliance	Status
ASAMOA	Public Works, monitored by DOE	No data	90%	Law
BELAU	Health Serv.,DOE, & Public Works	Building safe, sturdy, ventilated; well-lighted rooms; restrooms & kitchen sanitary; paint safe; classrooms regulation size	75%	Law & DOE policy
CNMI	Public Works	No data	78%	Law
GUAM	No data	Quarterly inspections for health & safety; monthly for fire; environmental	100%	Law & DOE policy
KOSRAE	Constr.& Engin. Office	No data	80%	DOE policy
MARSHL	Carpenters	Building inspection	40%	Informal practice
POHNPE	No data	Inspection yearly	No data	No data
TRUK	Field Supervisors	Firm, safe building; free from public nuisance; watersealed toilet; clean water; grass cut; clean classrooms	75%	Law & DOE policy
YAP	No data	No data	80% est.[1]	DOE policy

Note

[1]Standards were new in 1981 and are still in the process of coming into effect.

- All jurisdictions have standards for facilities safety, set either by law or department of education policy.
- Standards vary, but tend to include presence and sanitation of toilets, sanitation of eating facilities, ventilation, fire hazard, cleanliness of classrooms, and sturdiness of the building itself.
- Compliance levels are estimated to range regionally to 100% standards met to 40% standards met.

TABLE 51. ADEQUACY OF PUBLIC SCHOOL FACILITIES

	Langs.	Math	Health	Lab Sci.	Phys.Ed	Music	Computer	Resrce	Lib.	Admin.	Counsel.	Custod.	Storage	For.Lg.	Soc. St.	Voc.Ed.
ASAMOA	5	5	2	4	2	3										
BELAU	4	4	3	4	4	3										
CNMI	5	5	2	4	2	2	2	2	2	2	2	2	2			
GUAM	3	4	2	2										2		
KOSRAE	4	4	4	3	2	1										
MARSHL	2	2	2	3	3	2										
POHNPE	4	4	3	2	2											
TRUK	4	4	3	2	2	1									4	3
YAP	4	4	4	2	4											
REGION	3.9	4	2.8	2.9	2.6	2										

Note

'Rating secured by the Cadre indicates level of facilities adequacy: 5=excellent; 4=satisfactory; 3=marginal; 2=inadequate; 1=very inadequate.

- Overall in the region, public school facilities are judged as inadequate to marginal.
- Public school facilities for classroom subjects such as math and language arts are judged satisfactory to excellent.
- Public school facilities for health, laboratory sciences, physical education, and music are judged very inadequate.

TABLE 52. PUBLIC SCHOOL BUILDING AND EQUIPMENT MAINTENANCE

	Buildings	Equipment
ASAMOA	Planned by DOE Business and Maintenance Departments	Planned by DOE Business Department
BELAU	Bureau of Public Works and Bureau of Education evaluate buildings; BOPW does repair work; replacement every 10 years for wooden and every 25 years for concrete buildings	Bureau of Public Works & Bureau of Education evaluate and check equipment; BOPW does repair work; replacement every 3-4 years.
CNMI	Principal and CIP Coordinator conduct annual review	Based on need; 5-year replacement schedule outlined
FSM	None	None
GUAM	DOE conducts maintenance based on replacement in 20 years for concrete buildings, 10 for wooden buildings	Based on manufacturers specifications, but this is inadequate
KOSRAE	Plan 5-7 years for replacement or renewal; work by local contractors	Two year schedule
MARSHL	Plans for inspections and replacement/repair, as needed, by DOE employees	As needed
POHNPE	Planned; conducted by DOE maintenance personnel	None
TRUK	No schedule; estimate replacement every 20 years as funding available	No schedule; as needed when money is available
YAP	No schedule; DOE provides materials and community does the work	No schedule; as needed

- Most jurisdictions have public school building maintenance policies, but they vary throughout the region.
- Most jurisdictions have public school equipment maintenance and replacement policies, but they vary throughout the region.
- Maintenance and replacement of buildings and equipment are challenges to resources of the departments of education in the region.

TABLE 53. PROJECTED CLASSROOM REQUIREMENTS, 1990

	ADDITIONAL CLASSROOMS REQUIRED	BASIS OF PROJECTION	
		Basis for Population Changes	Role of Private Schools
ASAMOA	12 rooms (150 students)	Immigration	Remain about the same
BELAU	25 rooms (490 students)	Not given	Slightly lesser role
CNMI	50 rooms, est. (740 students)[1]	Demographic projection	Increase at elementary level, but not at secondary level
GUAM	56 rooms (556 students).	Research, Planning & Evaluation Department	Remain about the same
KOSRAE	16 rooms (202 students)	DOE Five-Year Plan and population growth	Greater role
MARSHL	14 rooms	Growth of overall population to 45,000 (from 35,600)	Greater role
POHNPE	No data	No data	Greater role
TRUK	None	4% increase per year based on one class size increase	Greater role
YAP	No data		No data
REGION	173+ rooms (2,500+ students, est.)		

Notes

[1]Includes rooms required for new programs.
[2]Project fewer students in the grades 1-12, but all-day kindergarten will require additional space.

- While data are incomplete, based on projected population growth and influx of immigrants, at least 6 jurisdictions will need additional public school classrooms by 1990.
- In reporting jurisdictions, the total number of classrooms needed is 173, representing an average increase of 6%, regionally, in the number of classrooms.
- Among the jurisdictions reporting need for additional classrooms, the numbers range from 12 to 56 and represent up to a 15% increase in the total number of classrooms.
- Numbers of public school classrooms required in the region will increase despite an increasing role of private schools by 1990 in some jurisdictions.

Appendix

Hawaii Schools

ETHNICITY OF STUDENTS (1986) (TABLE 3)

Ethnicity	Female	Male	Total	Pct
American Indian	214	245	459	.3%
Black	1676	1787	3463	2%
Chinese	2628	2907	5535	3%
Filipino	15071	16455	31526	20%
Hawaiian	1742	1895	3637	2%
Part-Hawaiian	15221	16316	31537	20%
Japanese	12408	12918	25326	16%
Korean	1482	1454	2936	2%
Portuguese	2734	3009	5743	4%
Spanish, P. Rican	1661	1772	3433	2%
Samoan	2308	2441	4749	3%
White	15222	16261	31483	20%
Other	4654	5128	9782	6%
Indo-Chinese	648	738	1386	.8%
Total	77669	83326	160995	

LANGUAGES IN THE REGION (TABLE 5)

Indigenous Languages Spoken by Native People:
English, Hawaiian

Other Languages Spoken:
Various. Hawaii is a center for visitors, and a port of entry to the United States.

PROPORTION OF ETHNIC NATIVES IN THE PUBLIC SCHOOL STUDENT BODY (TABLE 4)

(Percentages reflect Hawaiians and Part-Hawaiians)

Grade One	Grade Four	Grade Eight	Grade Twelve
24%	22%	20%	19%

POSTSECONDARY ENROLLMENT OF PUBLIC SCHOOL GRADUATES (TABLE 7): No data available.

PUBLIC SCHOOL ATTRITION (TABLE 6): No data available.

STUDENT ENROLLMENT, BY SEX AND CLUSTERED GRADES (1985) (TABLE 1)

a. Public Schools

PreK/Kind.	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	Special Education	All Public
13,425	37,184	34,145	21,374	47,009	9,662	163,899

b. Private Schools

						All Private
2,937	7,697	6,758	5,655	10,937		33,984

TOTAL STUDENTS 197,883

GRADE-BY-GRADE PUBLIC SCHOOL ENROLLMENT (TABLE 2)

No. of Schools	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp.Ed.	Total	Pre-K
232	13425	12210	12570	12404	11864	11157	11124	10645	10729	12739	12715	11644	9911	9662	163,899	270

PUBLIC SCHOOL TEACHING STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS (TABLE 8): No data available

PRIVATE SCHOOL TEACHING STAFF, BY SEX (TABLE 9): No data available

EDUCATIONAL BACKGROUND OF PUBLIC SCHOOL TEACHERS (TABLE 12):

Highest Degree Earned

H.S. Assoc. Bachel. Masters Doctorate

Seeking Degree: No data

PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL TEACHERS (TABLE 13):

Staff Development offered:

Topics	Providers
All content areas and teaching methodology	DOE, UH

Degree Programs Offered:

Conditions	Providers
50 sabbaticals offered	Any accredited institution of higher education

PUBLIC SCHOOL TEACHERS' ANNUAL SALARIES
(TABLE 14): (1986-87)

Minimum	Average	Maximum
17,607	27,500	37,235

DISTRIBUTION OF TEACHING STAFF ACROSS THE GRADES (TABLE 11):

a. Public Schools (1987)

K-6	7-12	Spec. Ed.	Elem/Sec
4,097	3,274	842	13

Other special teachers:

Special School teachers	48
Pre-School readiness tchrs	3
Post-High School tchr	1
ROTC Instructors	18
Athletic Directors	35
Counselors	437
Librarians	254
Registrars	37
State Office tchrs	16
District Office tchrs	357

TOTAL ALL PUBLIC SCHOOL TEACHERS: 9,434

b. Private Schools: No data available

PUBLIC SCHOOL STUDENT:TEACHER RATIO
(TABLE 10):

Official	Actual
1:26.15	Less

PUBLIC SCHOOL PRINCIPAL AND VICE-PRINCIPAL STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS (TABLE 15):

Age	-25	26-55	56-61+	Total
Male	0	171	44	215
Female	0	143	20	163

Certification Status:
Required is DOE selection and certification process.
All 378 principals and vice-principals are certified as school administrators.

PRIVATE SCHOOL PRINCIPAL AND VICE-PRINCIPAL STAFF, BY SEX (TABLE 16): No data

EDUCATIONAL BACKGROUND OF PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS (TABLE 17):

Highest Degree Earned — Seeking Degree: No data

H.S.	Assoc.	Bachelor	Masters	Doctorate

PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS (TABLE 18):

Staff Development Offered		Degree Programs Offered	
Topics	Providers	Conditions	Providers
Supervision, administration, and instructional leadership skills	DOE, UH	7 sabbaticals offered to all educational officers	Any accredited institution of higher education

PUBLIC SCHOOL PRINCIPALS' AND VICE-PRINCIPALS' ANNUAL SALARIES (TABLE 19):

Minimum	Average	Maximum
21,603	Approx. 34,500	51,843

DEPARTMENT OF EDUCATION PROFESSIONAL STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS (TABLE 20):

Age	-25	26-55	56-61+	Total	Certification Status:
Male	0	101	41	142	Educational Officers must meet the minimum qualifications for each specialist position they hold.
Female	0	63	25	88	

Native Ethnicity:
49 of the 608 Educational Officers are Hawaiian or Part-Hawaiian.
Educational Officers include Principals, vice-principals and professional staff.
(Refer also to Number 14a.)

EDUCATIONAL BACKGROUND OF DEPARTMENT OF EDUCATION PROFESSIONALS (TABLE 21):

Highest Degree Earned — Seeking Degree: No data

H.s.	Assoc.	Bachelor	Masters	Doctorate

PROFESSIONAL DEVELOPMENT OFFERED FOR DEPARTMENT OF EDUCATION PROFESSIONALS (TABLE 22):

Staff Development Offered(Same as Number 16)		Degree Programs Offered	
Topics	Providers	Conditions	Providers
Supervision, administration and intructional leadership skills	DOE, UH	7 Sabbaticals offered to all Educational Officers	Any accredited institution of higher education

SUPPORT STAFF, BY SEX AND AGE (TABLE 23):

NO DATA AVAILABLE

SUPPORT STAFF'S ANNUAL SALARIES, BY JOB CATEGORY (TABLE 24):

NO DATA AVAILABLE

SUBJECTS OFFERED, BY GRADE AND REQUIREMENT STATUS (TABLE 25):

Grades Offered:	Language Arts K-12	Science K-12	Math K-12	Social Studies K-12	Health/PE/Guid 7,10/K-12/K-12	Cultural Studies 4,7,11	Fine Arts K-12	Voc. 8-12	For. Lang. 3-12
Credits Required for Graduation: Total of 20 credits	4	2	2	4	½ 1 ½	Any 6 electives			

TEACHER AND SPECIALIST STAFFS AND STAFFING NEEDS, BY SUBJECT AREA (TABLE 29):

Shortage areas in Science, Math, and Special Education

INSTRUCTIONAL MATERIALS, BY ORIGINATOR (TABLE 27):

Program guides and some curriculum materials have been developed for every subject area to supplement commercial texts and materials. No percentage figure is available.

CURRICULUM, BY STAGE OF DEVELOPMENT, LEVEL OF IMPLEMENTATION, EVALUATION STATUS, AND DEVELOPER (TABLE 26):

All program areas are articulated, with a scope and sequence developed K-12. Routine evaluations and monitoring are conducted in all areas.

TEXTBOOKS, BY SELECTING AGENT AND EVALUATION STATUS (TABLE 28):

There is no prescribed text for any program area. However, there is a list of Approved Instructional Materials for schools to select from. Materials are added to this list after they are reviewed and assessed. Schools are involved in determining the most appropriate materials to purchase to meet the needs of their students.

GOVERNANCE STRUCTURE OF THE DEPARTMENTS OF EDUCATION (TABLE 30):

Highest official, selected by	Second official, selected by	Board of Education	Other Boards/Councils
Superintendent, appointed by Board of Education	Deputy Superintendent, appointed by Superintendent	Elected (13-member Board)	District Advisory Councils

PROPORTION OF LAWS ENACTED WHICH ADDRESSED EDUCATION, LEGISLATIVE YEAR 1985-1986 (TABLE 31):

No data.

PROPORTION OF GOVERNMENT BUDGETS ALLOCATED FOR EDUCATION (TABLE 32):

Total State Budget (1985-86)	Education Budget (1985-86)	
$ 1,495.7 million	$ 369.5 million	(24.7%)

PUBLIC SCHOOL PER PUPIL EXPENDITURES (TABLE 33):

All dollars: $ 3,795.31 per pupil

BUDGETS OF THE DEPARTMENTS OF EDUCATION, SCHOOL YEAR 1986-87) (TABLE 34):

	Income	Expenditure	Balance	
General Funds	$ 369.5 million	369.3 million	.2 million	(returned to State)
Federal Funds	58.5 million	48.1 million	10.4 million	(carry-over)
Special Funds	16.4 million	10.5 million	5.9 million	(carry-over)
TOTAL	$ 444.4 million	427.9 million	16.5 million	

ACCREDITATION STATUS OF PUBLIC HIGH SCHOOLS (TABLE 40):

All high schools are accredited by the Western Association of Schools and Colleges.
All intermediate schools are also being accredited on a phase-in schedule.

POLICIES FOR PRIVATE SCHOOL CHARTERING (TABLE 38):

Schools chartered/licensed by	Standards for chartering (licensing)
Superintendent, DOE	Philosophy, goals, objectives; curriculum; funding; teacher certification; appropriate facilities; safety and health clearance, etc.

HEALTH STANDARDS FOR PUBLIC SCHOOOL STUDENTS AND PERSONNEL (TABLE 41):

Personnel	Status
Students: Current immunizations, TB clearance	Law, DOE policy
Teachers: Medical exam on hire, periodic TB clearance	Law, DOE policy
Other Staff: Medical exam on hire, periodic TB clearance	Law, DOE policy
Facilities: Must meet OSHA standards. Inspections conducted for health and safety, fire drills conducted.	Law, DOE policy

MINIMUM PUBLIC SCHOOL DAYS AND HOURS (TABLE 35):

Days/Year	Hours/Day	Policy Status	Compliance
176-180	6½	BOE policy, Contract	4 (total)
Teacher's work year is Sept. 1 to June 10	Teacher's work day is 7 hours		

PARENT AND COMMUNITY SUPPORT ORGANIZATIONS FOR THE PUBLIC SCHOOLS (TABLE 42):

Organizations	Activity Level
Parent/Teacher/Student Associations	3-4
Parents Booster Clubs	4
School/District Advisory Councils	3-4
Outreach Programs	2-3

SCHOOL COMPLETION REQUIREMENTS (TABLE 36):

Compulsory through:	Diplomas Awarded	
	Elementary	Secondary
Grade 12 or age 18	None	Grade 12

POLICY STATUS OF LANGUAGE OF INSTRUCTION (TABLE 37):

Language of instruction is English, by law (Hawaii Revised Statutes) and by BOE policy. Exceptions may be made by Board approval for instruction in the Hawaiian language.

SERVICES PROVIDED TO PRIVATE SCHOOLS, BY AGENCY (TABLE 43):

Involvement in federally funded projects such as Chapter I, Chapter II, Title VII.

SPECIAL SERVICES PROVIDED, BY TYPE AND RECIPIENT (TABLE 44):

Pre-School	Handicapped	Remedial	Talented/Gifted	Testing	Voc. Prog.	Social Work	Voc. Rehab.	Trade Skills	Cont. Ed.
Sp. Ed. only	All	All	All	All	All	All	All	All	All

EXTRACURRICULAR ACTIVITIES IN THE PUBLIC SCHOOLS (TABLE 45):

Sports/PE	Honor Society	Music grps.	Student Gov't	Debate	Clubs	Scholastic Contests	Vocational Events	Field trips	Newspaper	Social Activities
All	7-12	All	All	All	7-12	All	All	All	All	All

SCHOOLS AND THEIR LOCATION (TABLE 46):

Public Schools:	*Elementary/Inter	High Schools
Outer Islands	52	17
Oahu only	136	21
Totals	188	38

Private Schools: No data

* Some outer island schools are K-6, K-8, K-12

SPONSORS OF PRIVATE SCHOOLS (TABLE 39):

Church groups
Private groups

There are 141 private schools with an enrollment of 34,279 students.

STUDENTS PER CLASSROOM (TABLE 49):

Public: Kindergarten 1:20
Grades 1-12 1:26.15 (varies)

Private: No data

SCHOOL BUILDINGS (TABLE 47):

No data

CLASSROOMS (TABLE 48)

Public Schools:

Permanent classrooms: 8,005
Portable classrooms: 764

Private schools: No data

Less 362 used for other than classroom purposes

TOTAL 8,407

ADEQUACY OF PUBLIC SCHOOL FACILITIES (TABLE 51):

(Scale of 5= excellent, 4=satisfactory, 3=marginal, 2=inadequate, 1=very inadequate)

Lang Arts	Math	Health	Lab sci	PE	Music	Computer	Resrce	Lib	Admin	Counsel	Custod	For Lg	Soc St	Voc Ed
5	5	5	3-4	4	4	3-4	4	4-5	4-5	4	4	4	5	4

PUBLIC SCHOOL BUILDING AND EQUIPMENT MAINTENANCE (TABLE 52):

Buildings	Equipment
Repair and Maintenance conducted by the Department of Accounting and General Services.	As needed, determined by schools
Capital Improvement Projects determined by DOE and administered through Department of Accounting and General Services after funding by the Legislature.	

PROJECTED CLASSROOM REQUIREMENTS, 1990 (TABLE 53):

	Basis of Projection	1990 Role of Private Schools
Five new schools to be built by 1990 (Seven new schools to be built by 1992)	Demographic projection of population growth	Remain the same

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